DOCUMENT RESUME

ED 176 869	PS 010 867

AUTHOR	Nimnicht, Glen P.; And Others
TITLE	Inservice Teacher Training in the Use of the Responsive Program: Teacher Training Notebook.
INSTITUTION	Far West Lab. for Educational Research and Development, Berkeley, Calif.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	71
NOTE	254p.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Class Activities; Cultural Awareness; Faculty Development; *Inservice Teacher Education; Parent Participation; *Planning; *Preschool Children; Preschool Education; *Teacher Workshops; Toys
IDENTIFIERS	*Responsive Model

ABSTRACT

This notebook provides materials for inservice teacher training in the use of the responsive education program for preschool children. Section I presents an overview of the responsive program, lists characteristics of young children and provides a guide to using the training materials. Section II includes a guide to the before-school teacher training workshop and the inservice teacher training program. The guides in Section II refer frequently to specific activities and procedures described in the Learning Activities Booklets which accompany The New Nursery School text used in the responsive program. The topics and classroom activities suggested in the guides are grouped in three 12-week cycles. Section III contains six articles intended to provide background information on the procedures and approaches used in implementing the responsive program. Section IV of the notebook contains an article and two bibliographies which provide further background for teachers who are working with culturally different children. It also contains a list of additional films and filmstrips and sources from which they may be obtained. Additional training materials recommended in the notebook include the eight basic toys used in the program, a handbook for teacher assistants in the use of specific responsive toys, and eight filmstrips and accompanying cassette tapes that enable teacher assistants and parents to learn to play specific games with children. (Author/RH)

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INSERVICE TEACHER TRAINING
IN THE USE OF THE RESPONSIVE PROGRAM

U.S. DEPARTMENT OF HEALTH,
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Teacher Training Notebook

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A product of the Far West Laboratory
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Berkeley, California

Published by General Learning Corporation
Morristown, New Jersey

L 4 030 05

PS010867

This notebook was created by the Far West Laboratory for Educational Research and Development, a public non-profit organization supported in part by funds granted by the Office of Child Development, United States Department of Health, Education and Welfare pursuant to the provisions of the Economic Opportunity Act of 1964. The opinions expressed in this notebook do not necessarily reflect the position of the Department. No official endorsement by the Department should be inferred.

The Laboratory was established through a Joint Powers Agreement in February 1966. Signatories as of June 1971 included: The Regents of the University of California, The California State Board of Education, The Trustees of the California State Colleges, The Board of Education of the San Francisco Unified School District, The Regents of the University of Nevada, The Nevada State Board of Education, The Board of Regents of the University of Utah, and The Utah State Board of Education.

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ACKNOWLEDGMENTS

This notebook represents the combined efforts of a large group of dedicated people. Program Advisors for Head Start and Follow Through in many cities, from California all the way to New Hampshire and Louisiana, contributed many practical ideas and suggestions. Classroom teachers, assistants, and parents were equally generous in their comments and cooperation. To name them all here would be a herculean task, so we take this opportunity to say a formal "thank you" to all of them for their continuing contributions.

Just about every staff member of the Laboratory's early-childhood program helped to produce one or more parts of this notebook. We might have listed the names of many of the following people on the title page of this volume, but space simply did not permit. In addition to those who helped us with ideas and criticisms, or even with the actual writing and rewriting, a number of our colleagues worked long hours at typing, proofreading, collating, and other rather mechanical tasks. Without their assistance, this final "product" would never have reached the publisher.

Therefore, in alphabetical sequence, we offer our sincere thanks to: Arturo Aviña, Ralph Baker, Barry Barnes, Carol Burkhart, Julia Cheever, Natividad DeAnda, Gloria Ferguson, Gale Gilbert, Mary Griffin, Gloria Hawkins, Johnnie Mae Balkcom Hay, Christine Holmgren, Sharon Hudspeth, James A. Johnson,Jr., Clara Leggett, Francione Lewis, Maria Ortega, Sylvia Rainey, Nicholas Rayder, Fred Rosenau, Kenneth Shuey, JoAnne Walker, and Joanne Yinger.

G.P.N.

B.H.T.

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ADDITIONAL TRAINING MATERIALS

The following additional materials are recommended:

1. A copy of this notebook for each teacher.
2. At least one set of eight basic toys for each classroom.

   The eight toys are:

   Sound Cans
   Color Lotto
   Feely Bag
   Stacking Squares
   Wooden Table Blocks
   Number Puzzle
   Bead-O-Graph
   Flannel Board

   (These toys are also used in the Parent/Child Toy Lending Library program developed by the Far West Laboratory for Educational Research and Development.)

3. A set of eight filmstrips and cassette tapes describing the toys.
4. A copy for each teacher assistant of the "Handbook for Teacher Assistants in the Use of Specific Responsive Toys," plus a copy for the teacher trainer (Program Advisor).
5. A copy for each classroom plus a copy for the Program Advisor of The New Nursery School (text and six accompanying Learning Activities Booklets), by Glen P. Nimnicht, Oralie McAfee, and John Meier.
6. The filmstrip and cassette tape entitled "A Responsive Program for Young Children."
7. The cassette tape entitled "Introduction to the Responsive Program" -- Dr. Glen Nimnicht.

All the above materials may be obtained from:

General Learning Corporation
210 James Street
Morristown, New Jersey 07960

HOW TO USE THESE TRAINING MATERIALS
(FOR THE TEACHER TRAINER OR PROGRAM ADVISOR)

As you read over the steps suggested below, you may wish to refer to the Table of Contents on page iv and the list of Additional Training Materials on page v in the front of this notebook.

1. For a beginning background on the Responsive Program, view the filmstrip on "A Responsive Program for Young Children."

2. Next, it may be helpful to read the article on the "Before School Teacher Training Workshop" on page 25, as you begin to plan your first meetings with the teaching staff. Before you hold your Before School Workshop, you may also want to read the "Overview" and other articles in Section I of this notebook.

3. Section II of the notebook contains, in addition to the "Before School Teacher Training Workshop" article, outline guides to the weekly workshops you will hold for teachers and an introduction that explains their use. The topics and classroom activities suggested in the guides are grouped in three 12-week cycles (Fall, Winter, and Spring), but you and the teachers should feel free to use the topics in a different order according to the needs of the classrooms involved.

4. Section III of the notebook contains six articles intended to provide background information on the procedures and approaches used in implementing the Responsive Program. We suggest that you introduce each article when you feel the teaching staff is ready for it. (It is recommended that each teacher participating in the Inservice Training Program have a copy of this notebook. Since the pages of this notebook can be separated and used as needed, you may wish to distribute the articles individually as they become relevant. Teachers may want to get a loose-leaf binder in which to keep the materials.)

5. Section IV of the notebook contains an article and two bibliographies which provide further background for teachers who are working with culturally different children. It also contains a list of additional films and filmstrips and sources from which they may be obtained.

6. The eight basic toys used in the program are described in the "Handbook for Teacher Assistants in the Use of Specific Responsive Toys" and in the eight filmstrips and accompanying cassette tapes. The handbook and filmstrips will enable teacher assistants and parents to learn to play specific games ("learning episodes") with the children.

7. The cassette tape entitled "An Introduction to the Responsive Program" provides an overview of all the components of the Responsive Program.

8. The outline guides in Section II of this notebook refer frequently to specific activities and procedures described in the Learning Activities Booklets which accompany The New Nursery School text.

9. If you present the outline guides (Section II) or your adaptation of them to a local college or university, you may be able to arrange for teachers to receive career development credit for this Inservice Teacher Training Program.

10. Additional materials or replacements for toys may be ordered through:

    General Learning Corporation
    250 James Street
    Morristown, New Jersey 07960

OVERVIEW OF THE PROGRAM FOR EDUCATION BEGINNING AT AGE THREE*

INTRODUCTION

Formal education can and should start before a child is five or six. It does not, however, need to take place within a classroom. Formal education can happen in the home with one child or a small group of two to five children, in a day care home with groups of fifteen or more children, in a Head Start or day care classroom, or in a public school. In contrast to informal education, formal education is a well-planned structured program of educational experiences that aid in the systematic development of a child's intellectual ability.

Our program, Education Beginning at Age Three, is based on several fundamental assumptions about the education of young children. The first is the notion that the family has the right and the responsibility to participate in the education of its children. The educational institution has the responsibility to respond to the parents.

A second assumption is that any formal educational program should provide a variety of alternatives to meet the needs of the parents and their children. Some parents will want or need day-long, year-round day care service for their children; others will need three to five hours in a classroom setting; still others will need assistance in working with their children at home.

A third assumption is that the educational program should be responsive to the learner's background, culture, and life style. For example, if a child is Mexican-American and speaks Spanish, the educational program should respond by using materials that are relevant to his background and reflect his cultural heritage. The language of instruction should include Spanish whether in a bilingual program or in a program in which English is treated as a second language.

These assumptions lead to one of the major goals of the program: to help maintain and develop a pluralistic society. Instead of the "melting pot" goal of blending differing groups into a single smooth mass, the aim should be to develop a "tossed salad" of different cultures and life styles. The idea of the "tossed salad" is to enhance the values and uniqueness of the different groups so that they complement each other. This is a change from traditional objectives. The reasoning behind it is this:

1) Minority groups have resisted the efforts of the majority group to absorb them. This is especially true at the present. They have also resisted the educational system that tries to carry this out. The system sets up conflicts within minority children between the values of the family and the values taught in school, and limits their progress.

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*This article was written primarily by Glen Nimnicht, with contributions from Barry Barnes.

2) In some respects, a pluralistic society probably runs less efficiently than a more homogeneous society. When several different points of view are involved, decisions are more complicated and take more time than when everyone has the same values. However, because different points of view provide a wider variety of alternatives to choose from in looking for problem solutions, the pluralistic society is probably much richer and more productive in the long run. In other words, this is the same logic as in the argument for inter-disciplinary studies. Diversity can enrich rather than impoverish.

The objective of a pluralistic society has two implications:

1) The public schools will have to take into account what the children learn before they start school; and

2) They will have to be more responsive to individual children and their parents.

The present school system does not adequately take account of these considerations. The basic problem is that the schools are designed to serve students who hold the same values as the teachers--students who are white, middle-class children or those who imitate white, middle-class children. The schools respond to these children and nurture their development. This is evident in both procedures and content.

The procedures are built around the concept that all children at a given age are ready to learn the same thing (with some consideration given to inherited ability) and are motivated by the same factors. That is, such children will avoid failure, low marks, or retention in grade, and will work for success, high marks and praise from the teacher. Following this concept, most instruction takes place in front of groups of twenty-five or more students. The content is designed to be generally interesting to the average student and the major motivation is threat of failure or promise of success.

Head Start and Follow Through programs recognize that the current school system fails to meet the needs of culturally and ethnically different children. Within these national programs, efforts have been encouraged that either help a child to respond to the existing system or change the system to respond to the existing child. Nevertheless, there are too few examples of schools providing for children who are culturally different or who have different life styles. For instance, some programs recognize that, since English is a second language for Spanish-speaking children, it should be taught from that point of view. But few experimental programs are concerned with developing bilingualism, and fewer still have any content that is relevant to the child's background. Perhaps the prime reason for this is that neither the parents nor the children themselves have had an effective voice in shaping their education.

Education Beginning at Age Three represents an effort to create a program that is truly responsive to all children. The decisions about where to begin such a program and where to end it are arbitrary but necessary. Eventually, such a program could affect the entire educational system, but it is obvious that some practical limits must be set at the start of the undertaking. For the present, the age range has been set from ages three to nine. Currently, the classroom part of the plan includes Head Start and Follow Through programs. A second part of the program, centered around a Parent/Child Toy Lending Library, has been designed for parents to use at home with their children. It was developed to serve parents who are above the income level qualifying their children for Head Start but who cannot afford a private nursery school.

The Head Start and Follow Through programs were selected for the classroom part of the undertaking because the needs of children in these programs are the greatest and because improving educational opportunities for these children has been given a national priority. But the program is being designed to serve all children.

OBJECTIVES

One major objective of the program is to develop the child's knowledge and understanding of, and positive feeling for, his background. This effort supports the goals, discussed above, of responding to each child's culture and values and maintaining a pluralistic society.

The other major objective is to help the child learn how to learn. We think that learning how to learn can be defined as developing the ability to solve problems. In our view, there are three kinds of problems that a person meets in life, but most schools concentrate on only the simplest kind. We want to help the child learn to cope with all three. We also believe that in order to solve problems, a person needs the self-confidence to tackle them, as well as the ability to find answers.

The kinds of problems an individual meets (whether in school or outside of it) can be roughly classified as physical, interactional, and emotional.

A physical problem involves only one person. An arithmetic problem and a puzzle are examples of physical problems. To solve this kind of problem, a person acts on his environment, but he is not acted upon in the same way. Thus we can say that a physical problem is non-interactional. Usually, the answer to a physical problem can be checked and people agree on the appropriateness of the solution. The conventional school curriculum deals mainly with this kind of problem-solving. Intelligence tests are primarily tests of an individual's ability to solve puzzles or one-person problems. Getting men to the moon is evidence of the emphasis on this kind of education.

An interactional problem involves two or more people and requires a person to think, "If I do this, what is he likely to do?" The individual is being acted on at the same time he is acting. Games like bridge, poker, chess and hide-and-seek are good examples. Obviously, solutions to interactional problems are not as easily agreed on or verified as solutions to non-interactional problems.

The third kind of problem, the emotional problem, involves feelings. It overlaps with the first two kinds of problems. It is possible to think about the first two kinds of problems without considering the emotional overtones, but emotion is usually involved to some degree. Marriage is obviously a set of interactional problems with emotional overtones. When emotion becomes the dominant consideration, we should call the problem emotional. For example, if a child had difficulty reading because he lacked self-confidence, the teacher would have to start by dealing with an emotional problem. Another term for this kind of problem is affective.

An educational program should help children cope with all three kinds of problems. In many instances, the learner cannot solve physical or non-interactional problems until he has overcome some emotional problem.

How can we go about achieving the objective of helping children cope with problems? One way to start is to consider the abilities, skills and characteristics necessary for problem solving.

A learner must develop several basic intellectual abilities in order to solve non-interactional and interactional problems. These are:

1) his senses and perceptions because the senses are an important source of information for the thought process;

2) his language ability because language is an important tool of the thought process;

3) his concept-formation ability because he needs to be able to deal with abstractions and to classify information to organize thought.

Development of the senses and perceptions, language, and concept-formation ability does not necessarily come before the development of other problem-solving skills. But these abilities are essential to effective problem solving.

To solve the emotional or affective aspects of problems, the learner must have a basic self-confidence. Self-confidence somes from having a healthy self-concept. The notion of a healthy self-concept is important in our program. Obviously, it is related to the goal of developing a child's positive feeling about his cultural background as well as to the goal of problem solving. We say that a child has a healthy self-concept if:

1) he likes himself and his people;
2) he believes that what he thinks, says and does makes a difference;
3) he believes that he can be successful in school;
4) he believes that he can solve a variety of problems;
5) he has a realistic estimate of his own abilities and limitations;
6) he expresses feelings of pleasure and enjoyment.

We recognize that some of the things that influence the child's self-concept, such as his family, friends and community, are outside the influence of the school.

But a healthy self-concept is crucial to achieving the objective of problem solving, so it must be of concern to the school. A person with a healthy self-concept will act in certain ways that will help him overcome the emotional aspects of problems. He will:

1) be willing to take reasonable risks of failure when given a problem he can probably solve;
2) after answering a question or offering a solution for a problem, make realistic statements about the probability of being right or wrong;
3) adapt to failure and errors instead of feeling frustrated, put down or rejected;
4) seek out and use constructive criticism of his work;
5) take credit for accomplishments and responsibility for failures;
6) be able to make good use of his own and other available resources to solve problems;
7) be able to interact with other individuals; i.e., he will be neither aggressive nor submissive all the time in relationships with other individuals;
8) be able to work within limitations and make the most of a limited situation;
9) make good estimates of his ability to perform a given task;
10) express his feelings or opinions frequently;
11) express himself frequently and fluently in verbal and non-verbal forms, using both intellectual and emotional content;
12) make realistic statements about himself and his racial, cultural or ethnic group. His statements will be both positive and negative but more positive than negative.

Some of the basic ingredients of problem solving, then, are the development of a healthy self-concept and the development of the intellectual abilities of senses and perceptions, language- and concept-formation. In addition to developing these, our program aims to help children acquire some of the specific skills and characteristics that go into problem solving.

Some of the skills needed are those that are measured by typical school achievement tests. Therefore, we can say that part of our objective has been reached if children in our program do well on standardized tests. But aiming for these standards will not bring about all our goals, because these standards are restricted to skills in subjects or content like reading, arithmetic, and science. Problem solving involves another important set of skills: the processes used to solve problems. Most school programs and tests do not place much emphasis on these processes, but we feel they are the most important elements of problem solving.

An example of a problem-solving process is inductive reasoning, or discovering rules from examples. A child who looks at an arrangement of colored squares, figures out the rule for the pattern, and is able to tell you what color square should come next is using inductive reasoning. Another example of a problem-solving process is eliminating what is known to discover something that was previously unknown. For example, suppose a child is shown pictures of a square, triangle, and circle--shapes he knows, and of a rhombus--a shape he doesn't know, and is asked to point to the rhombus. If he points to the rhombus, he has solved the problem by using the process of eliminating what was known to discover the unknown.

Another problem-solving process is anticipating responses to alternative actions in interactional problems. In a tic-tac-toe game, for example, a player might be considering several possible moves. If he tries to imagine what his opponent's response to each move would be, he is anticipating responses.

A good problem solver can also be identified by certain characteristics. A few examples of these characteristics are being open and flexible, seeking challenges, and being able to concentrate. Characteristics such as these cannot be as easily taught as problem-solving processes, but we feel that they can probably be developed over time if the educational process is encouraging and supportive.

The teacher is obviously the key to the educational process. Hers is the challenge of creating a classroom environment that responds to the child and encourages him to develop the characteristics and skills he needs for learning.

One classroom goal for teachers is to help the child learn the problem-solving processes and characteristics that have been described. She can then have the child use these processes in learning facts or other skills. For example, she might teach the process of inductive reasoning by showing the child a pattern of colored squares and guiding him to discover the rule for what color comes next. Later, by using similar patterns with numbers or words, she can guide the child to discover mathematics or language concepts through inductive reasoning.

Another classroom goal for teachers is to use teaching methods consistent with the styles and strategies of effective problem solving. Instead of telling a child the answer to a problem, for instance, she should encourage discovery learning guiding the child toward solving the problem for himself.

PROCEDURES

To achieve the above objectives, the program is based upon the idea of an environment which is designed to respond to the learner and in which all learning activities are "autotelic" or self-rewarding.

A learning environment that responds to the student fulfills the following conditions:

a) it permits the learner to explore freely, within the structure provided by the teacher;
b) it informs the learner immediately about the consequences of his actions (gives him "feedback");
c) it is self-pacing, allowing the learner to choose activities at his own rate;
d) it permits the learner to make full use of his capacity for discovering concepts that express various relationships;

e) its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

The activities within this learning environment should be autotelic. An autotelic activity is self-rewarding; it is satisfying for its own sake and the teacher does not need to use rewards or punishments unrelated to the activity or threats of punishments to motivate the learner to participate. In many of the autotelic activities in our program, the reward is the satisfaction of successfully completing the task. Other autotelic activities are games in which the reward is winning the game.

But not all self-rewarding activities are autotelic. To be autotelic, an activity must also help the learner develop a skill, learn a concept, or develop an attitude that is useful in some way. Autotelic activities are intentionally designed to reduce the rewards for success or the punishment for failure to limits that the learner and society can tolerate. They can often be used as a way to help a learner master some skill that is useful in life, but which cannot be learned through direct experience since the cost of failure is too great. The self-rewarding tasks and games mentioned above, for instance, would not be autotelic if the fear of getting a bad grade or losing the game prevented a child from participating or learning.

In the autotelic activities in our program, the child knows if he did not complete the task or did not win, but he is not punished by getting a bad grade or not getting a token. Furthermore, if he cannot complete the task, he can leave it or if he does not win, he can stop playing or play with someone else. In any event, the child is protected from "overly anxious adults," who might pressure him into withholding desirable external rewards or by threatening punishments. We believe that any educational program for young children must provide a way to avoid painful experiences that can affect future learning. The use of autotelic activities provides this protection.

APPLICATION OF THE PROCEDURES TO THE CLASSROOM

As the children enter the classroom in the morning, they are free to choose from a variety of activities such as painting, working puzzles, playing with manipulative toys, looking at books, listening to records or tapes, using the Language Master, and building with blocks. They can stay with an activity as long as they like or they can move on to something else whenever and as often as they like. As the day progresses, small groups play games (learning episodes) with the teacher or assistants and others ask to be read to. During the day, the teacher and assistants read to the children, play games with them and respond to the children's spontaneous activities in a way that prepares them for instruction in some skill or concept. The teacher and assistants respond to the children rather than having the children respond to them. Adult-initiated conversation is limited, but child-initiated conversation is encouraged.

About fifteen or twenty minutes a day are devoted to large-group activities such as singing, listening to a story, show and tell, or participating in a planned lesson. A child does not have to take part in large-group activities if he does not want to, but he cannot continue in any activity that disturbs the group.

Once each day in kindergarten and first-grade classes with learning booths a booth attendant asks a child if he would like to play with the typewriter. If the child says "yes", the attendant takes him to a booth equipped with an electric typewriter. The child begins simply by playing with the typewriter and the attendant tells him what he is doing. Whatever keys he strikes--"x", "a", "y", "comma", "space" or "return"--the attendant names. The child moves from this first free-exploration phase to matching and discrimination of letters and words and then to production of his own words and stories. At each phase, his discovery of the rules of the new phase (game) is stressed.

In the first- and second-grade programs, the same general procedures are followed, but the activities are somewhat different. There are more small-group activities and perhaps two or more large-group activities a day. The children still have large blocks of time for free exploration and individual activities. While some classrooms do not have a block corner and an imaginative play area, there are more educational games and toys related to math, science and reading. There are some small reading or arithmetic groups but reading and math are more often taught on an individual basis. The first- and second-grade children are still free to choose their own activities and to opt out of large- or small-group work.

SOME BASIC CONSIDERATIONS IN DEVELOPING THE PROCEDURES

The program is not based upon any single theory of learning because we do not think there is one theory that adequately accounts for all the ways children learn. However, the different theories have some common agreement about what conditions are necessary for learning, and the program is designed to satisfy those general conditions. For specific aspects to the program, we have drawn on various theories.

One theory that underlies the program is the notion that there is a relationship between maturation and learning. A child does have to mature to a certain point before he can make certain sounds. These concepts follow the work of developmental theorists like Piaget, Jerome Bruner, and J. McVicker Hunt. But the relationship between maturation and learning of certain skills or concepts is not nearly as clear as it seemed to be in the 30's and 40's. The supposed relationship needs to be tested. For example, some theorists believed that young children would not be ready to use a typewriter, but we have found the use of typewriters to be very successful with kindergarten and first-grade children.

Although our program is based more heavily upon the ideas of developmental theorists, we also find useful the work of B. F. Skinner, Lloyd Homme, and other behaviorists who are interested in the basic notions of operant conditioning, behavioral objectives, and reinforcement of learning.

Behavioral theorists believe that objectives should be clearly defined in terms of specific behaviors that should result in the children. We agree that this is useful, but we do not believe that every objective can be defined in behavior that can be immediately observed. To do so unnecessarily restricts our real objectives and results in superficial statements which do not reflect our real objectives.

We also find it useful to think in terms of reinforcement of learning and feedback to the learner. Behavioral theorists believe that it is necessary to use external rewards or tokens to reinforce learning. They also believe that a variety of rewards should be offered. We do use reinforcers in our autotleic activities, but the reinforcers are the internal rewards of the activities. We also believe in using a variety of learning activities instead of a variety of external payoffs.

While we develop learning sequences, we do not assume that every child must follow that sequence. In many instances, we do not claim to know how the learning of a particular behavior contributes to the future learning ability or achievement of a child. This has sometimes been described as a "sandpile theory of learning"; that is, we know that it takes a tremendous number of grains of sand to support more sand. But we are not at all certain which grain of sand is necessary to support the next one. And, as the analogy implies, we are not certain that any particular grain is necessary--others could be substituted and still support the pile.

A couple of examples will illustrate the notion of sequencing and the "sandpile theory." In beginning a Head Start classroom, we advise the teacher to help the children learn a variety of concepts including color, size and shape. (Characteristics such as color, size and shape are called attributes.) After the child has considerable experience with color, size and shape, we start combining them into more complex concepts such as the largest circle or the green triangle, and eventually the smallest yellow square or the largest blue circle. We assume that the child can learn to deal with three attributes by dealing first with one attribute at a time, then two; but he does not necessarily have to follow this sequence of learning.

Another series of problems are posed by matrix games. A matrix is a rectangular form which contains patterns extending in two directions. In one such game, all of the shapes in the first row are red, in the second row green, third row blue, and the last row yellow. All shapes in the first column are circles, in the second squares, in the third triangles, and in the fourth rectangles. One of the cells (spaces) in the matrix is covered and the child is asked what shape is covered. To solve the problem, he must figure out the shape by looking at the column and its color by looking at the row. This is a fairly difficult problem for many four- or five-year-old children, but it seems to be worth presenting. Except that it helps a child learn to solve other matrix problems, however, it is difficult to say how it contributes to his future learning. We assume that this or a similar experience is crucial to the future learning ability of the child.

The notion of the "sandpile theory" has many practical application. First, there is no sacred content that must be mastered at or by a given time. The child can opt out and not learn to count to ten in kindergarten--he can learn to count later. The emphasis is on learning how to learn--on the process rather than the specific content to be learned. When we select content, we consider four guidelines:

1) Can we devise a way to help the child learn the concept without distorting its meaning?
2) Is the concept or skill of immediate value to the child?
3) Will the concept contribute to the child's ability to learn more complex concepts?
4) Does the concept fulfill expectations that teachers have at the next grade level?

A skill or concept does not have to meet all of these standards, but the guidelines help establish priorities for the choice of content. Nevertheless, we insist that all children not be expected to learn a set of skills or concepts at any given time.

THE TRAINING PROCEDURES

Currently the program has three parts--a Head Start program for three- and four-year-old children, a Follow Through program for children ages five to nine and a Parent/Child Toy-Lending Library program for parents of children from three to nine. The first two parts include not only the development of a program for children but also the development of a training process and materials to help teachers and teacher assistants carry out the program.

The training process has been organized around the use of Program Advisors who are members of the communities in which they work. Each Program Advisor works with teachers and assistants in ten classrooms to develop a good program in the local community with limited support from the Laboratory.

The Laboratory trains the Program Advisor and provides training materials for teachers and assistants. The Program Advisor then conducts the training for teachers*. Initially, the Laboratory also provides some on-site training for teachers.

At the present time, we believe that two years of intensive training are necessary to obtain a high level of performance in 75% or more of the classrooms. After two years, continuous inservice training will be provided to maintain the program and train new teachers.

1) A series of four seminars (one two-week and three one-week sessions) plus on-site training for Program Advisors. The seminars are held at the Laboratory or some central location. In the on-site training for Program Advisors, a member of the Laboratory staff visits local classrooms and assists the Program Advisor in observing teachers working with parents or school administrators and offering critiques of videotapes of classroom

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*The term "teachers" in this article is used to refer to both teachers and teacher assistants.

activities. The Laboratory representative also provides demonstrations of teacher training.

2) A four-day workshop for teachers prior to the opening of school, conducted by the Program Advisor.

3) Three twelve-week training cycles to cover the first year of training for teachers. Each cycle consists of eight one-week units of training and four additional weeks of time for the Program Advisors and each teacher and assistant to review the training units, discuss particular problems, or undertake activities that will broaden the training. The four weeks also allow time for the teachers to meet with the psychologist, parent coordinator, social worker and nurse to discuss their services and their relationship to classroom activities and parent participation.

The inservice training for teachers is presented in weekly workshops conducted by the Program Advisors. Each training unit is related to specific classroom activities. The sequence of the units may be altered according to the Program Advisor's and teachers' judgment of what the priorities should be, but the principles that are involved are important. They are:

1) Discuss, illustrate and/or demonstrate the understandings and skills that are involved.

2) Practice the skills or behavior in the classroom.

3) Discuss the results and then, perhaps, practice the same skills or behavior again or move on to the next unit. (Note that the twelve-week cycle does not have to be eight weeks of training units followed by four weeks of review. The review can come any time that the Program Advisor and teachers desire.)

4) Do not try to learn or practice too many different things at one time.

5) Evaluate the results and go back and practice those skills that still need improvement.

THE PARENT/CHILD PROGRAM

The way the principles of our program are carried out in the classroom has been described above. The Parent/Child Toy Library applies those same principles to the situation where the parents are helping their own children. The program was designed to aid the parents in:

1) helping their child develop a healthy self-concept;
2) aiding the child's intellectual development, using toys and learning episodes that are designed to teach children specific skills, concepts or problem-solving abilities;
3) creating an opportunity for interaction between the parents and child that will help develop the child's intellectual abilities; and

4) participating in the decision-making process that affects the education of their children.

The basic approach is to offer parents an opportunity to meet once a week for eight weeks. At these meetings, the parents are told about some general ideas in child development. They look at toys or games used to teach skills and concepts and practice using the games. They are asked to take home a toy and practice some skill that would help their child with language ability as well as improve interaction between the parents and the child. After the eight-week course, the parents have access to a toy library where they can check out educational toys, games or other materials as long as they like. Each two-hour meeting includes:

1) an informal fifteen-minute period for unstructured conversation on such topics as selection of children's books and local concerns;

2) a fifteen- to thirty-minute slide or film presentation on some aspect of child development, followed by discussion;

3) an explanation of one technique to help the child develop his language to promote a better interaction between the parent and the child, or to help the child develop a better self-image;

4) an evaluation of the toy the parents had taken home the previous week;

5) a demonstration and role-playing with new games followed by a discussion of the instructions and purposes; and

6) a discussion about a school or community concern of the parents; for example, how to make recommendations to the school or how to appeal a decision of the school.

The instructions that accompany the toy are called learning episodes, and there are several learning episodes for each toy or game. Each learning episode states the purpose of the game and gives simple instructions for playing. The general instructions are always the same:

1) The parent is to play by our rules unless the child changes the rules; then the parents should play by the child's rules.

2) If the parent asks the child to play and the child does not want to play, the parent cannot ask again that day. But if the child asks later during the day, the parent can play with him.

3) The child can stop playing any time he likes and should not be asked why. The parent then puts the game away.

These general rules are to prevent the parents from unintentionally pressuring a child to do something he is not able to do and to help maintain a healthier interaction between the parent and the child when they are playing the game.

The Parent/Child Toy Library program was designed to serve parents who are willing to work one-to-one with their own children at home. The program can also become a part of Head Start or Day Care programs and be used as a means of encouraging parents to participate in and to understand the purpose of such programs.

The support system for helping to establish and maintain the Parent/Child Toy Library program includes:

1) a one-week course for the teacher-librarians that is conducted by the Laboratory's staff.

2) a detailed manual for the teacher-librarians outlining the course and instructions for establishing and maintaining the Library.

3) a set of toys, games and other materials with learning episodes.

4) a cross-reference filing system to aid the librarians in recommending games and toys.

5) a set of filmstrips and audio tapes to demonstrate the use of the toys so that the parents can see the way a toy is used before checking it out of the Library.

To reduce the amount of training required for the teacher-librarians, the Laboratory plans to develop training films for the teacher-librarians and also provide films to be used in the eight meetings with parents. The films for the meetings will include an overview of some aspect of child development, an explanation of one technique to help the child develop his language, and a demonstration of how to use the games or toys.

EVALUATION

At each stage of development, the Laboratory attempts to make systematic evaluations of the success of the program. The final evaluation of the program will not take place until each of the three parts of the program is fully completed and tests have been developed that adequately measure the objectives of the program. In the meantime, we make evaluations during development to find where improvements are needed.

The evaluation is concerned with both the training program for teachers and the educational program for children.

The first step in the evaluation is to see how successful the training program has been in helping the teachers use the desired approaches and techniques. The main methods of evaluation are periodic observations of the classroom by trained observers, and audio and video recordings of the teachers in the classrooms. The observations are then used, not to evaluate the teachers, but to evaluate their training. If the training is considered unsuccessful, the evaluations are used to determine how the training program can be improved.

When the training has been shown to be effective, the second concern of the evaluation is to determine the effects of the program on the children. Does the use of the desired approaches and techniques significantly affect the growth of the children toward the objectives of the program?

We collect some data for the evaluation of the children by using standardized tests of intelligence and achievement. But we do not consider these tests to be adequate measures of the objectives of the program, so we are developing some additional tests of our own. One will be a test that measures a child's problem-solving ability.

To measure a child's self-concept, we are now developing a Responsive Self-Concept Test and a Target Game. We are also using observations from videotapes of children and data from teacher questionnaires to obtain accurate behavioral descriptions as indicators of healthy self-concept.

The Laboratory does not anticipate having a final evaluation of the first phase of the total program for at least three or four years, but in the developmental process there are enough check points to ensure against a complete failure. One thing seems to be certain: if the program does not meet our expectations, the alternatives are to revise the program until it does or replace it with a better model. We cannot return to current practices.

DEFINITIONS OF TERMS

As you read through this notebook, you will come across a number of terms that have a special and important meaning in the Responsive Program. These words and phrases are defined as they occur throughout the notebook; but in a broader sense the purpose of all the articles is to provide an understanding of the ideas represented by the terms.

The following summary of some of the most important terms can be used for reference as you read through the articles. We want to emphasize that these definitions should not be used as a quick summary of the ideas of the Responsive Program. For instance, it would be confusing and unfair for teachers to discover this list of definitions without also reading the articles that actually explain the ideas. A complete understanding of these terms can come only from first-hand experience with each section of the notebook itself. The following explanations are simply beginning definitions, assembled here as a convenience for ready reference.

Autotelic activity - an action which is rewarding for its own sake. A child takes part in a self-rewarding activity for the internal satisfaction of doing something. The teacher does not need to motivate the child to participate through rewards that are unrelated to the activity or through punishments.

Concept-formation ability - a person's ability to form abstract ideas (concepts) and to think in terms of these abstractions. Concepts can be either relationships (ideas about the relations among things, such as relative size) or categories used in classifying things (such as kinds of animals or kinds of fruits).

Demeaning behavior - treating a person in a humiliating way. Examples of demeaning behavior in the classroom include making fun of a child, trying to shame him in front of others, calling him names, or mimicking him. Demeaning a person is the opposite of reinforcing a healthy self-concept. Demeaning behavior has no place in education.

Discovery learning - learning in which the child makes discoveries through his own exploration of materials or situations. Instead of telling a child an answer to a problem, the teacher may guide him toward beginning to solve the problem for himself.

Feedback - information about the results of a person's action, or a reaction to an action. Feedback can come either from a person, such as a responsive teacher or another child; from a device, such as a tape recorder that records and plays back a child's words; or from a self-correcting toy, such as a wooden puzzle whose pieces will fit together only one way. Feedback often includes not only knowledge of results, but also information that will guide a person to understanding the correct solutions to a problem.

Free exploration - classroom time in which each child is free to choose his own materials or activities and to explore them at his own pace. Although the child has free choice, his learning experience in free exploration is not completely unstructured. The teacher has structured the child's environment by deciding which materials and activities will be made available.

While the child is exploring, the teacher is available nearby, alert and ready to respond to his questions and comments. The activities in free exploration can also be described as natural or spontaneous learning activities. Free exploration gives the child opportunities to make his own discoveries.

Healthy self-concept - a realistic but basically positive view of oneself. A child with a healthy self-concept likes himself, his family, and his culture; he believes that what he thinks, says and does makes a difference; he has confidence in himself; and he is willing to take prudent risks.

Learning episode - an activity that uses a particular game, toy, or piece of equipment (in school or at home) to achieve a specific educational objective. The plan for a learning episode usually consists of a brief description of the objective and of various ways to play. The use of learning episodes can be contrasted to free exploration. Both can guide discovery learning, but in free exploration the teacher does not actively suggest any particular activity to the child. When she uses a learning episode, on the other hand, she invites the child to participate in a specific activity. (Of course, the child still has the option of refusing or of leaving after the activity starts.)

Manipulative toys - toys that are specifically designed to help children discover concepts (such as color and size) about the physical world. Children learn these concepts through their exploration and manipulation (or handling) of the toys. Examples include color lotto and stacking squares, wooden table blocks, feely bag, flannel board and numberite.

Posing relevant problems - the teacher's task of selecting problems that are meaningful and important to the child. A child will not want to go through the process of finding an answer to a problem (in other words, the process of learning) unless the problem the teacher has presented seems important to him. A teacher might make learning to count seem relevant, for example, by asking a child if he would like to count the number of children who need cups at snack time.

Problem solving - the process of arriving at answers to questions or unresolved situations. A problem exists when a person has a goal, but does not immediately know how to attain that goal. Understanding the problem and thinking through to an acceptable answer form the process of problem solving. In the Responsive Program, the term "problem solving" is used very broadly to refer to the process of learning. Every challenge a child meets (whether it is completing a number puzzle or coping with emotional difficulties) can be classified as some kind of problem. Thus, developing the ability to solve problems can be thought of as developing intellectual ability or "learning how to learn."

Reasoning -

Deductive reasoning - a kind of problem solving that involves the ability to apply a general rule or principle to a specific situation. For example, a child is using deductive reasoning if he can state what color should come next in a sequence after he has been told the general rule for the pattern of colors. Deductive reasoning is less challenging than inductive reasoning because someone gives the child the rule.

Inductive reasoning - a kind of problem solving that involves discovering general rules from specific examples, For example, a child who looks at a sequence of colors and states a rule for that particular arrangement of the colors is using inductive reasoning. He does not need to be told the rule; he figures it out for himself.

Redirection - a technique which the teacher can use to help children stay within limits. Redirection involves suggesting a similar but more acceptable activity to a child who is acting in a harmful or aggressive fashion. A child who is punching another child, for example, can be redirected toward punching a ball or to hammering nails and verbalizing his anger. Redirection respects strong feelings that need expression and helps them find socially acceptable outlets.

Responsive Program - an educational program which attempts to help children learn by responding to them instead of directing them to respond to a teacher or to a fixed curriculum. A Responsive Program allows a child to work at his own pace and to explore freely (with the structure provided by the teacher) so as to make his own discoveries about the world around him. The program lets him know immediately about the results of his actions.

FOR TEACHERS USING THE RESPONSIVE PROGRAM
SOME THOUGHTS ABOUT THE CHARACTERISTICS OF YOUNG CHILDREN*

Pressures on today's teachers seem to be greater than ever before. Parents, perhaps influenced by articles in current magazines and newspapers, are pushing for academic achievement for their children at ever earlier ages. School boards, representing the parents, apply pressure on the administration to make sure that their schools look good when compared to national averages. This pressure is transmitted to teachers who feel that they must prepare the children in their class for the next school year. Yet, within this system, there are some teachers who care for children, and who have an understanding of how their children grow and learn, and who do their best to implement what they know in the classroom.

Being a teacher of young children is an especially difficult task because so much is expected of this person who performs a multitude of services for each child. Being a teacher of any age group is a specialist's task. The teacher must offer enough variety of activities to capture each child's imagination and energy yet be prepared for let-downs and fatigue. Young children vary in their needs for noise and quiet, agressive play and teamwork, sharing and solitude, order and mess. Above all, the teacher must have all the "virtues"--patience, warmth, understanding, skill and knowledge.

A teacher who is not of the background of her class must know where the differences are, and seek ways to bring the beauty and strengths of each child's cultural heritage to his school experience. A teacher who can identify with her children must also attempt to broaden and enrich their world with knowledge and appreciation of the cultures of others. This responsibility is a considerable one. The challenge is to create a relevant education for the wiggly, noisy, outgoing child as well as for the quiet, gentle and sensitive child. The artificial barriers of chronological age must be set aside and each child given experiences suitable to his needs now.

While general information about how children think and behave during various periods in their life may provide some useful insights, the real responsibility lies in coming to know and respect the unique characteristics of the individual. The one theme which stands out strongest in child development literature is that the child is a unique individual formed in a constant interplay between himself and his environment. Consequently we must be very cautious in the employment of generalized characterizations of children. Head Start has shown that some of the "traditional" descriptions of children that middle-class nursery schools and university laboratory schools have offered are not accurate when applied to some low-income minority-group children. Researchers' attempts to describe the child in his social, economic and intellectual milieu have often served to perpetuate an ethnocentric perception, a stereotyped pattern of expectations that in today's world is no longer reconcilable with the concepts of democracy and human rights.

We must put aside expectations as to what children should be. Rigid and formal conceptions of social exchange, emotional expression, etc., need to be set aside or re-examined in the light of what is rather than what one thinks ought to be. The child will let you know what he is if you watch and listen.

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*This article was written primarily by Betty H. Tuck.

Young children reveal themselves in special children's ways. Their behavior comes from a strong physical and emotional base. As they experiment with their environment they *think* with their *hands* (they touch to find out) and *socialize* with their *feet* (stamping and kicking noisily are often fine acts of friendship).

Or they *think* with their *feet* (what happens when I step on a worm?) and *socialize* with their *hands* (what happens if I touch her in the eye?). To understand their growing and learning, we watch and listen and record what they do with their bodies as well as what they say with their mouths in order to know what they are communicating. Because a child can speak, adults sometimes behave as though his speech reflects the same thinking as the speech of an adult. If children could tell us why they behave as they do, life would be a far more simple matter; but since they do not, we need to move beyond the direct question-and-answer approach to understanding behavior; i.e., why did you hit him? Answer, Because! A child often cannot answer why he did something. Adults need to learn to look for other cues, taking care not to let their own values and prejudices affect their expectations. Children will tell us in many ways who they are--their sounds or lack of them, their moving and their quietness, the sparkle in their eyes and the whisper in their voices, the way they do things. We need to watch and listen carefully.

We are posing a difficult problem for the educators of young children today. We need to build an observation and recording system plan for each teacher and parent to use that will help them to identify the patterns and characteristics of their young children.[1] When there is behavior that is difficult to understand, we need to build a resource system that will enable a group of adults to pool their information and determine what is happening for that child.

Too many times we have been ready to label a child a "problem" when really the cause of his difficulty in the classroom has been the inability of the teacher to know that child in all his dimensions, to plan for him on an individual basis, or even to know her own "problems." Before we start calling children "problems" or "disruptive" we need to look at all of the factors that may be influencing their behavior. Not the least of these will be the classroom itself and the expectations of the teacher.

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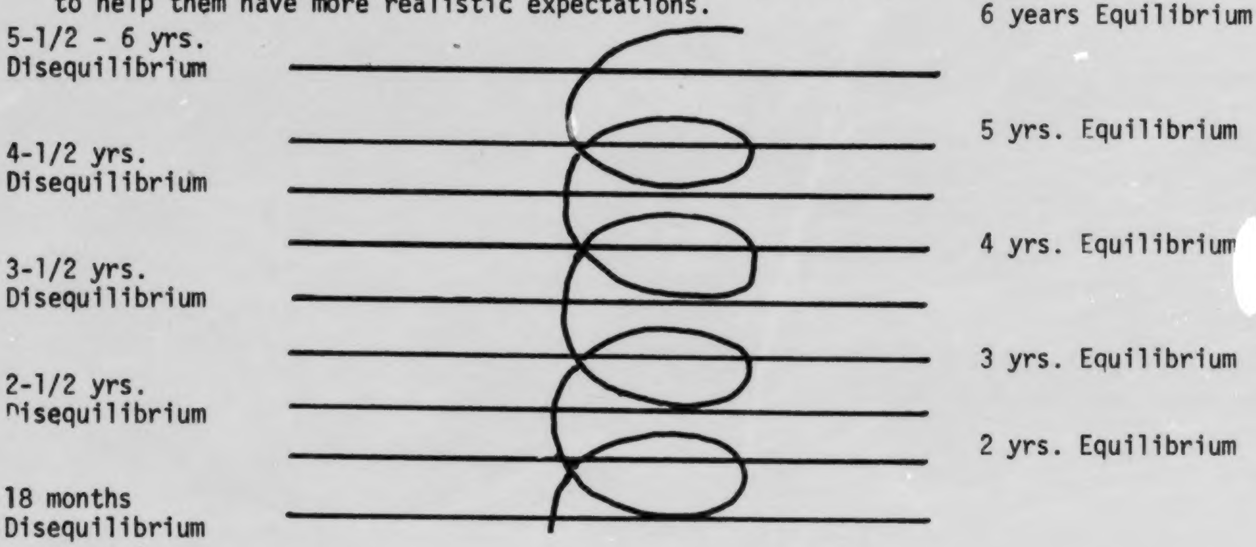
[1] See "Training Teachers to Observe and Record the Behavior of Young Children, " p. 172.

Ames' spiral of equilibrium and disequilibrium[2] may be a helpful way for teachers (and parents) to visualize the ups and downs the growing child experiences and to help them have more realistic expectations.



The use of a spiral line here gives a visual clue to the idea that these periods can be quite diffuse and indistinct.

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[2] Ames & Ilg, Child Behavior, Perennial Library, Harper and Row, 1966.

Another way to look at stages would be to see a child four-years old behaving intellectually like a five-year old, but emotionally like a two-year old and socially more like three.

We need to respond to the "parts" with equal respect and help him to move where and when he is ready. We should reduce the incidence of statements like, "Oh why don't you act your age?" or "I don't know why he's still behaving like that."

Though ages and stages may be to some extent predicted, it is very much an individual matter. Teachers and parents, too, can help by accepting the fact that before a child can behave in a certain way his body has to develop to a certain point.

These comments are but a glimpse of a complex structure. If this approach seems helpful, you might pursue Dr. Ames' Child Behavior, Dr. Spock's Baby and Child Care, or James Hymes' Teaching the Child Under Six.

The real challenge then is to prepare schools and teachers to be ready to serve properly the special qualities that young children are bringing. If we are to respect individual differences, then we must be prepared to deal with them.

To achieve a Responsive Program we need to take into account the individual characteristics of the child. We must be continually on the alert to re-evaluate programs to be sure they are reflecting the unique world of today's children.[3]

> When I see birches bent to right and left
>   across the line of straighter, darker trees
> I like to think some boy's been swinging on them
>   but swinging doesn't bend them to stay
> Ice storms do that...
> Once they are bowed, so low for so long
>   they never right themselves
>   Robert Frost

Perhaps by our attention to individual needs, we can prevent the "ice storms" Robert Frost makes reference to.

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3. See "Culturally Different Children and Responsive Classrooms," p. 202.

INTRODUCTION TO THIS SECTION OF THE NOTEBOOK

This section contains materials intended to help the Program Advisor plan and conduct inservice training workshops for teachers. The first article, "The Before School Teacher Training Workshop," pertains to the four-day workshop held for teachers before the beginning of school. It suggests ways to introduce the objectives and procedures of the Responsive Program to teachers and help them plan classroom activities for the first week of school.

Following the "Before School Teacher Training Workshop" article are the "Introduction to the Training Unit Outline Guides" and the related classroom activities for each week. The outline guides are divided into three twelve-week cycles (Fall, Winter, and Spring). The Program Advisors and teachers should concentrate on the topics and activities from the guides which are most relevant to the teachers and children involved.

THE BEFORE SCHOOL TEACHER TRAINING WORKSHOP*

The purpose of the Before School Workshop is to introduce teachers[1] (some communities have included other staff, too) to the objectives of the Responsive Program and help them begin the first weeks of school using the approach of the Responsive Program.

The Before School Workshop has three objectives. They are:

1. to introduce the philosophy of the program.
2. to provide an opportunity for teachers to experience the Responsive Program process during their own training.
3. to provide an opportunity for teachers to discuss, plan and make materials needed during the first weeks.

The number of days that can be alloted for the Before School Workshop may vary, but it is recommended that the staff have a minimum of four salaried days for this in-service training period. The following agenda is suggested for the workshop:

AGENDA FOR THE BEFORE SCHOOL TEACHER TRAINING WORKSHOP

I. Program Overview, including discussions of
  a. Responsive Program processes
  b. objectives of the Responsive Program

II. Establishing a Responsive Attitude and Atmosphere during
  a. initial contacts (recruiting and home neighborhood visits)
  b. the phase-in period (staggered entrance dates for children)

III. Planning a Responsive Learning Environment
  a. from observations of the neighborhood and home environments
  b. in the indoor and outdoor areas
  c. through organization and management of the learning environment
  d. by using careful selection of equipment and materials
  e. by guiding children's behavior
  f. by planning adult roles
  g. in daily time schedules

IV. Planning the First Week's Classroom Experiences, which should include some thoughts about
  a. planning classroom activities and choosing materials
  b. observing the children in the classroom

V. Evaluation of the Responsive Process Experienced during the Workshop

The first part of this article discusses "Teacher Training--A Responsive Process" and provides a Program Advisor's checksheet, a list of suggested tasks for the Before School Workshop and a sample schedule for the Before School Workshop. The remainder of the article discusses the topics in the agenda above. At the end of the article can be found a checklist of tasks for teachers planning the first week in the classroom.

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[1] The term teacher applies to teachers, assistants or aides.

*This article was written by Francione Lewis and Mary Griffin.

TEACHER TRAINING--A RESPONSIVE PROCESS

The learning environment in which teachers are trained should respond to their individuality in much the same way that the classroom environment should respond to children. In the workshop training sessions, teachers should be given opportunities to choose among the activities planned, to work at activities for uninterrupted periods within a realistic schedule, and to work at different times in large groups, in smaller teams, or individually. These experiences will help teachers begin to understand the processes of the Responsive Program and assist them in establishing a responsive atmosphere in their classrooms.

The process of the Responsive Program may be new to some teachers. Consequently, it is important for the workshop to provide "express yourself" sessions in which teachers can begin to think about and discuss their own reactions and feelings about the process, and compare it to their previous ways of teaching children or their own experiences in group instruction. These discussions may also help teachers begin to understand how some children may react to the process.

Any change may create some questions and possibly some concerns, especially for adults accustomed to being involved in a particular process, such as large-group instruction, for example, or being the only teacher in a classroom. When teachers begin to examine their thoughts, they will often question the program and have some apprehensions about it. They are going from the familiar to the unfamiliar, from the safe and constant to the possibly less comfortable period of transition.

If teachers are hesitant to ask questions about this process, the Program Advisor may need to press the point to help the teachers think it through. Teachers will not have final answers on many questions at this time. This workshop is only the beginning of a year or two of much questioning, trying new things, repeating efforts, and changing some attitudes and reinforcing others which are geared toward helping children learn how to learn.

Internalizing the process takes time and teachers may just begin to express their feelings during the four day "express yourself" sessions, as change comes slowly and in varying stages. In some cases, if time is limited, if there are other immediate priorities (such as recruiting children and collecting supplies), or if all of the teachers are new to the Program, there may not be time for teachers to reflect on the different processes they have been experiencing during the Before School Workshop. In any case, it is important to create a responsive atmosphere and allow time for "express yourself" sessions in the weekly workshops throughout the year as teachers become more knowledgeable and have more time to reflect and to relate these new processes to their own personality traits, learning styles and life styles.

From her knowledge of the staff, the Program Advisor will be able to identify those teachers who will be able to work most effectively on their own and those who must be provided more guidance and structure. The sample Before School Workshop schedule on page 30 provides a variety of different kinds of activities to respond to adults' varying learning styles. Included are times for the group to work as a total body, in teams, couples or individually. It suggests moments for sitting and listening, times for discussions, and opportunities for active involvement, such as role-playing an experience.

Teachers, like children in the classroom, must have an opportunity to vary their activities during the day. A variety of experiences will enable many to retain their interest in and attention to the information being acquired. Therefore, in the sample Before School Workshop schedule, the morning sessions are planned for seated discussions. In the afternoons, we recommend that teachers have an opportunity to move around and do things. Don't forget coffee breaks. They are important, too.

PROGRAM ADVISOR'S CHECKSHEET FOR THE BEFORE SCHOOL TEACHER TRAINING WORKSHOP

Have You:

1. planned tentative Before School Workshop dates?
2. made arrangements with local administrators to schedule four days of paid time for teachers for the Before School Workshop?
3. determined workshop participants? (teaching staff only? all staff? all staff at specified time?)
4. selected a meeting place for the workshop? (one central location and/or plans to meet in a classroom for demonstrations, etc.)
5. ordered or purchased and assembled materials needed for the workshop? (e.g., training materials, slides, films, projectors, brochures, textbooks, booklets, duplicated papers to be assigned for reading.)
6. reviewed materials to be presented and background readings?
7. notified staff of the workshop dates and time?

SUGGESTED TASKS FOR THE BEFORE SCHOOL WORKSHOP

TOPIC TITLE	TASK	REFERENCES (unless otherwise noted, references refer to subtitles within this article.)
1. Program Overview	a. Discuss the definitions of the Responsive Program process.	"Program Overview" Notebook, Section I-C
	b. See/hear the "Overview of the Pre-School Responsive Program for Young Children and Their Parents" film strip and tape.	Notebook, Section I-B Responsive Box
	c. Role play communicating some of the facts about the Responsive Program to parents during the phase-in period.	
2. Responsive Attitude/ Atmosphere	a. Plan phase-in period including length of time, schedule, activities for the parents and for the children (we recommend emphasis on children becoming familiar with a few choices of materials, some supplies and routines).	"Establishing a Responsive Attitude/Atmosphere" New Nursery School Text, p. 150
	b. Make announcement flyers--to go to parents.	
	c. Discuss techniques of acquiring information on and uses of the Recruitment Card.	"Establishing a Responsive Attitude/Atmosphere"
	d. Role play an initial home contact visit.	
	e. Make home contacts.	"Establishing a Responsive Attitude/Atmosphere" New Nursery School Text, p.149
3. Planning the Responsive Learning Environment	a. Teams or total group work together to arrange or rearrange a total classroom (or make a model, shift paper furniture models on a floor plan, or visit a classroom already arranged). Discuss the advantages and disadvantages of the arrangements.	"Classroom Learning Environment" Notebook, Section III-A, pp. 1-10 New Nursery School Text, pp. 77-87
	b. Store general materials, supplies and equipment for easy accessibility.	Notebook, Section A, pp. 11-14
	c. In small buzz groups discuss and/or role play classroom behavior situations.	"Guiding Children's Behavior" Notebook, Section III-F, pp. 1-4 New Nursery School Text, pp. 125-134
4. Planning the First Week's Experiences	a. Teachers are requested to observe the children in the classroom during the first week and to share their responses to the seven questions listed on page 48-49 at the first teacher training workshop after school begins.	"Planning for the First Week"
	b. Identify the first week's objectives (we recommend healthy self-concept and the concept color).	"Planning for the First Week" Notebook, Section II-C Booklet I, pp. 8-9 Booklet I, pp. 36-38
	c. Locate the materials, supplies, equipment to have on hand to implement the week's objectives.	
	d. Bring to the workshop to display, demonstrate, and discuss, the materials appropriate for the children being served. Examples could include familiar music, songs, games, and stories.	"Planning for the First Week" Notebook, Section III-C, pp. 1-6
	e. Make tentative adult job cards.	"Guiding Children's Behavior"
	f. Identify, list and post tentative behavior limits.	"Guiding Children's Behavior" Notebook, Section III-F, pp. 1-7 New Nursery School Text, pp. 126-134
	g. Make a daily tentative time schedule--print for posting	"Planning Daily Time Schedule"
	h. Make a tentative "our schedule" story (optional)	
	i. Make name tags.	"Planning for the First Week"
5. Summary of the Workshop	a. Teachers evaluate the Before School Workshop's Responsive process. During the discussion, point out the advantages of people making their own choices, repeating experiences, participating in the various sizes of group and various activity processes, setting their own pace and having an opportunity to express themselves freely.	"Teacher Training - A Responsive Process"
	b. Share the completed poster, job card and flyer projects. This way people will have an opportunity to see what and how others accomplished and the way they did it.	

SAMPLE BEFORE SCHOOL WORKSHOP SCHEDULE (4 DAYS RECOMMENDED)

FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY
Overview of the Week Program Overview See and discuss the filmstrip on the "Responsive Program for Young Children and Their Parents"	Preview of the Day Phase-In Discuss with total group Planning the First Week Discuss with total group	Preview of the Day Express Yourself Discuss with total group Program Overview Role-play communicating the Program Overview during the initial contact with parents and with staff	Preview of the Day Phase-In Discuss children's staggared entrance dates Home Contacts Discuss using the Home Contact Cards First Week Discuss and demonstrate familiar activities to begin the week.
		DISPLAY FAMILIAR MATERIALS TO BEGIN SCHOOL	
The Learning Environment Arrange a classroom with the total group working in teams, then discuss the arrangements	Develop It* 1. Plan and make phase-in flyers 2. Plan and make adult job cards 3. Make behavior limit posters 4. Plan and make time schedule poster 5. Plan first week's experiences 6. Make name tags	Develop It # 1-6 continued Assignment: Before School Workshop, p. 25. Teachers will bring class observation notes to first workshop session after school begins.	Summary of the Week 1. Evaluate the process of the Responsive Program 2. Share the "Develop It" posters, flyers and cards.

*The Program Advisor should plan to float among the working teams. She may hold small-group "learning episodes" to explain, discuss and demonstrate tasks to be accomplished. Teachers may help one another if information is needed and the Program Advisor is working with others.

BEFORE SCHOOL WORKSHOP

I. THE PROGRAM OVERVIEW SESSION

The purpose of the Overview Session is to enable the program staff and the parents to begin to become knowledgeable about the objectives and the procedures of the Responsive Program. The presentation should help the group understand some of the terms related to the process advocated for educating young children. We recommend that you use the following procedures:

1. Identify the terms used frequently in the Responsive Program using a story which provides a familiar setting for many teachers and parents. See "The Case of the Leaky Faucet" p. 31.
2. Show and discuss the filmstrip "A Responsive Program for Young Children and Their Parents." Review the terms mentioned in #1 in the context of working with young children.
3. Additional sources of information you might provide for teachers include the brochure, "Discovering Children," the cassette tape "Objectives of the Preschool Responsive Program," and New Nursery School textbook,[2] Chapters 1 and 2.
4. In a later session, conduct a review discussion in order to respond to any questions about the processes which have not been made clear during the above sequence of experiences.

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2. Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School. General Learning Corporation, New York, 1969.

THE CASE OF THE LEAKY FAUCET:

Objective: To identify terms used in the Responsive Program using a familiar setting for many teachers and parents.

Sarah Foster is troubled. Her faucet has been leaking all day. It has made a continuous noise as she fixed breakfast, while she ironed, when the prayer meeting group came and now as she reads the paper. Now it is time for Hector Foster to come home. Sarah is upset; she wants that faucet fixed.

WE CALL IT:	IF:
POSING A RELEVANT PROBLEM	Sarah Foster watches her husband's behavior, and asks him questions to discover whether the leaking of the pipe is meaningful or disturbing to him, and uses his responses to decide whether or not she will present him with the problem.
STRUCTURING THE ENVIRONMENT	Sarah hopes to encourage Hector to fix the pipe by gathering the plumbing tools and placing them near the pipe.
ALLOWING THE PERSON AN OPPORTUNITY TO COP OUT	Sarah asks Hector if he would like to repair the faucet, and he says, "Yes," but because of a previously scheduled church meeting, he stops working on it after a half hour. She says, "OK; maybe you can fix it another time," rather than fussing at him.
FORCING	Sarah says he has to, fusses, screams, or threatens to put him out. This may cause fighting, rebellion and general disharmony.
A SELF-REWARDING OR AUTOTELIC ACTIVITY OR INTRINSIC MOTIVATION	Hector fixes the pipe because he wants to. He may work harder and longer because it is something he is interested in and wants to do.
EXTRINSIC MOTIVATION	Hector repairs the pipes because Sarah wants him to or asks him to. He may do an equally good job, but usually does so only because she shows her pleasure.

WE CALL IT:	IF:
SELF-PACING	Hector is left alone to work on the pipe when he wants to for as long as he wants to, even over a period of days.
SELF-CORRECTING EXPERIENCE	As he uses objects, he learns what will or will not work. For example, the small wrench will not grip the large screw. Not all faucets fit the pipe. The one he bought was too large.
DISCOVERY LEARNING DURING FREE-EXPLORATION PERIODS	He tries various ways of fixing the pipe. He tightens a screw, places in a new faucet, loosens a few knobs; when water gushes out with great force he runs to get his neighbor.
SPONTANEOUS LEARNING EXPERIENCE	The neighbor finds a much-needed washer in the trash, and helps Hector discover how important the washer is to the functioning of the faucet. Then,
LEARNING EPISODE	the neighbor guides Hector toward a successful solution to his problem.
INTERRELATED DISCOVERIES	Hector goes to the hardware store where he learns how to choose the correct faucet for his repairs. He repairs the pipe with guidance. His neighbor lets him read plumbing manual in which he discovers more about the process of repairing, which will help him avoid further problems.

Communicating the philosophy of the Responsive Program to non-teaching staff and to parents before or during the first weeks of school is essential in order to avoid the misunderstandings and antagonisms that sometimes occur when the total team is not committed to the principles of the Responsive Program.

II. ESTABLISHING A RESPONSIVE ATTITUDE AND ATMOSPHERE SESSION

The term "responsive" should indicate a desire on the part of program staff to be sensitive to and aware of the attitudes, feelings and interests of the families who participate in the program. Responsiveness should begin with the very first interaction with families. As early as during recruitment time, and later during home visits, the staff should demonstrate their willingness to show respect for the uniqueness of each family. They should allow the families to see them as human beings whom they can trust. The following checklist may help teachers consider ways of responding to individual families.[3]

___I appreciate values and beliefs that are different from my own.
___I relate to the families by attending non-school affairs.
___I respect the parents' right not to invite me into the home.
___I respect the parents' right not to reveal some information.
___I ask parents the name of the child and how they spell it, and remember their pronunciation.
___ I prepare and give parents a printed sheet with:
___a. the name, address and telephone number of the center.
___b. the name of the teacher and the person making contact.
___c. the date the program begins and the hours.
___d. the pick-up time for the bus (if a part of the program).
___e. information about how some parents have wanted to become involved in the program.
___f. an appointment day/time for phase-in.
___I keep my antennae high in order to avoid being too chatty with parents' who may wish I would leave.
___I am willing to participate in civic, social and neighborhood events to which I may be invited.
___I allow others to relate to me by sharing my personal desires, frustrations, weaknesses and strengths with them.
___I make my skills available outside of the classroom.

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[3] The checklist is based on ideas in Wilcox, Preston, "Teacher Attitudes and Student Achievement." A paper delivered at a workshop entitled "Teacher Attitudes and How They Affect Learning," on June 16, 1966, at Muskegon Heights High School, Muskegon, Michigan.

Before school opens, teachers usually make home visits in order to recruit children and explain the Responsive Program to parents. A broader objective for teachers during these visits should be to become familiar with the learning experiences provided by the children's home and neighborhood environments in the years before they start school. Knowledge of the children's early learning environments will assist teachers in making classroom experiences responsive to the children.

By observing and making notes, teachers should attempt to gather information about the kinds of play materials available in the home, and the kinds of experiences the neighborhood environment has provided. For instance, are the children accustomed to open spaces such as fields, vacant lots, and playgrounds or confined spaces characterized by blacktops, concrete, and fences?

The parents' views on the amount of freedom they allow their children to explore independently the neighborhood and home will give teachers some clues about the opportunities children have had in choosing their own activities. For example, a child who is allowed to use the phonograph independently, use blankets and dishes for "dress-up" play, fix his cereal for breakfast, go on errands, and play in the neighborhood may be more interested in freely exploring some choices in the classroom activity areas than a child who has not been encouraged to be independent in his home and neighborhood.

The Home Contact Card on the following page may be helpful for recording information after home contacts are made. The information on the card may assist the teacher in building a good transition to the next contact with the family as well as in incorporating features of the home in the school learning environment at the beginning of the year. To be most effective, this form should be used to summarize information gathered during several home contacts. It is not a questionnaire which teachers should feel obligated to fill out by asking direct questions of the parents.

During the workshop, the staff should role-play approaches in greeting and talking to parents during recruiting and home visits.

HOME CONTACT CARD
INFORMATION GAINED DURING RECRUITMENT, HOME VISITS, OR OTHER CONTACTS

Child's Name ______________________________ Date of Contact: __________
LAST FIRST M.

Birthdate: ______________________________ No of siblings: __________

Address ______________________ Name of parent (s) ______________________

Phone ______________________ Number in family ______________________

Name child should be called at school ______________

CHILDREN PARENTS

LIKES ______________________________

DISLIKES ______________________________

TYPE OF MUSIC HEARD ______________________________

TYPE OF LIVING QUARTERS ______________________________

KINDS OF PETS ______________________________

NAMES OF PETS ______________________________

BELIEFS ______________________________

SPEECH ______________________________

COMMENTS ABOUT THE NEIGHBORHOOD ENVIRONMENT ______________________________

OTHER COMMENTS ______________________________

The Phase-In Period

A phase-in period, during which children start school on different entrance dates, is recommended in the Responsive Program. It provides parents, children and program staff an opportunity to get acquainted with a limited number of people at one time, and allows for individual questions and responses. During this period parents have an opportunity to:

1. receive an overview of the program.
2. complete necessary forms with a staff member's assistance.
3. see a modified version of the classroom program in action.
4. socialize with staff members.

Children have an opportunity to:

1. get acquainted with the staff and the classroom routines and facility while the parent is still at a close visual distance.
2. get acquainted with a limited number of their peers.
3. get health check-ups.

There are a variety of possible approaches to the phase-in period. Plans A, B, and C below are examples of schedules tried by different communities. Plan A starts with five children. Plan B starts with three children and adds one or two every day, gradually adding up to 15 or 16 children. Plan C starts with three different groups of five children and then alternates the small groups with the total group.

SAMPLES FOR PHASING IN/STAGGERED ENTRANCE DATES

Plan A

Sept. 28	Sept. 29	Sept. 30	Oct. 1	Oct. 2
Parent orientation all week by appointment--parent and child come individually to school to get acquainted.				

Oct. 5	Oct. 6	Oct. 7	Oct. 8	Oct. 9
Only 5 children begin the week		Add 5 more to make a total of 10 children		Add the remaining 5 to make a total of 15

Plan B

Sept. 28	Sept. 29	Sept. 30	Oct. 1	Oct. 2
3 parents and children Interview/ Orientation	3 participate 2 more parents and children Interview/ Orientation	5 participate 2 more parents and children Interview/ Orientation	7 participate 2 more parents and children Interview/ Orientation	9 participate 2 more parents and children Interview/ Orientation

Oct. 5	Oct. 6	Oct. 7	Oct. 8	Oct. 9
11 participate 1 more parent and child Interview/ Orientation	12 participate 1 more parent and child Interview/ Orientation	13 participate 1 more parent and child Interview/ Orientation	14 participate 1 more parent and child Interview/ Orientation	15 total participate

Plan C

Sept. 28

Parent Orientation all week by appointment--parent and child come individually to school to get acquainted

Oct. 5

Group A 5 children only	Group B 5 children only	Group C 5 children only	Total Group 15 Children	Total Group 15 Children

Oct. 12

Group A 5 children only	Total Group 15 Children	Group B 5 children only	Total Group 15 Children	Group C 5 children only

Oct. 19

-------------------Total Group all week-----------------

III. PLANNING A RESPONSIVE LEARNING ENVIRONMENT

Room areas which are well-defined bring a sense of security and order to the classroom environment. From visits to the children's neighborhood and home, teachers should have noted the kinds of space arrangements children are accustomed to. Teachers should use this information when they organize space in the classroom environment. For instance, if many of the children's homes are crowded with little open space, to have many large open areas in the classroom could overwhelm them. Even among children from similar situations, some may need more confined areas while others are comfortable with more space. Therefore, it is necessary to observe each child's use of space before making final space arrangements.[4]

Teachers should use the following checklistof questions as a guide as they arrange their classroom and organize their materials. The list should be referred to on a continuing basis as the year progresses and as more information is gathered from teachers' observations of children's use of space.

Questions to Ask Yourself When Arranging a Responsive Classroom

Reading Area

____1. Can the children read in a quiet well-defined area or at least an area removed from the mainstream of activity and noise?

____2. Are there arrangements for seating?

____3. Are the books chosen to respond to children's familiar experiences and life styles?

____4. Are there a sufficient number of books (minimum 1 per child)? Are some books "saved" for later in the year to provide for change?

Block Area

____1. Is the area well-defined, out of children's traffic patterns, with room for expansion?

____2. Are there a variety of blocks (unit, hollow) for different building experiences?

____3. Are blocks accessible and easily returned to the storage shelves? (silhouettes of the block lengths on the shelf?)

____4. Do you have a variety of block accessories, e.g., small wheel toys or miniature wooden or rubber people or animals?

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[4] For a more detailed discussion, see "Classroom Organization," p.100.

Art Area

____1. Is the area set up near a sink or water supply?

____2. Is there a table for finger painting and other activities?

____3. Do you have a place for drying pictures and space to display some pictures?

Concept-Formation Area

____1. Can the children see and feel the things you want them to explore?

____2. Is it placed where they will notice it?

____3. Have you planned the concept in relation to other things in the room?

Dramatic Play Area

____1. Do you have a variety of familiar accessories available?

____2. Are the men's and women's clothing adapted for a child's use, i.e., dresses shortened somewhat, belts punched to fit small waists, buttons and fastenings complete or with safety pins attached?

____3. Can the clothes be hung or stored in way that enables a child to see how they are organized and put them away himself?

Listening Area

____1. Is the area for listening removed from the mainstream of activity?

____2. Do the records provide a variety of rhythm and a good sample of familiar ethnic and current music?

____3. Are the earphones easily accessible?

Manipulative Toy Area

____1. Are the shelves child height with toys uncrowded?

____2. Are puzzles displayed limited in number, with pictures clearly visible, instead of being crowded and stacked on top of each other?

____3. Have you displayed a variety of games along with some familiar materials for the objectives you want to teach this week?

____4. Are the remaining toys put out of sight in storage?

Outdoor Area

____1. Do you have blankets, rugs or tables on which indoor materials can be used, thus making the outdoor area an extension of the classroom?

____2. Do you have boards of varying widths and lengths for outdoor building projects with crates and boxes?

____3. Are there ropes and hoses for props?

____4. Were you able to collect canvas, blankets or old spreads for constructing tents and caves?

____5. Have you collected inexpensive familiar accessories for sand and/or water play?

Guiding Children's Behavior

Effective classroom management does not occur automatically. Working together, teachers should plan their specific responsibilities in the various activity areas of the classroom. Planning ahead of time helps teachers avoid the feelings of being frustrated and overwhelmed that come from having to supervise too many activities at one time. By anticipating which activities require the most adult guidance and which can be used independently, teachers can offer children a choice of activities that they are able to effectively supervise.

If one teacher is working with a small group of children in an activity which needs her close supervision, such as finger painting, both she and the other teacher could become overwhelmed unless they plan alternative less teacher-directed activities for the remaining children.

The teacher supervising the involved and high-interest activity such as finger painting can plan alternative art activities that require less guidance such as crayon drawing and pasting on shaped paper. Other involved art activities such as easel painting or playdough could be planned for another day or for before and after the finger painting activity but not for the same time.

When only a few children at a time can participate with the one teacher in the high-interest activity of finger painting, the other teacher can introduce a reserve high-interest game for the first time that day (such as Constructo Straws, Lincoln logs, or Rig-a-Jig)[5] to be used independently by some of the children. She can also bring out some high-interest accessories for some of the activity areas. She may see the need to be in one of the areas with a small group of children but she should situate herself in a place where she can view the other areas as well as possible in order to be alert to situations that may need her attention.

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[5] See "Responsive Program Equipment List," p. 114.

If one teacher finds that she needs to move around to cover all remaining areas while the other teacher is occupied in the art area, she may cut down on some of the choices available to children. Perhaps she will be unable to sit and read a story to a child who has asked her, but she can let him listen to a taped or recorded story or song. If a number of children are almost evenly divided between the block and dramatic play areas but she cannot adequately observe them along with other children in the music and manipulative toy areas, she may choose to put away materials in one of the areas and give attention to the other one. Whichever way teachers plan the choices of activities for children, they must be sure that the majority of the children are always in view of one of the teachers.

Specific roles in working with children also need to be planned for participating parents if they are to have successful experiences in the classroom. Vague, open-ended statements such as, "You can sit anywhere with any of the children" will overwhelm parents and offer no guidance as to specific things to do. To help parents become familiar with the program and feel comfortable participating in it, teachers should offer them a limited choice of specific jobs for the various activity areas, e.g., reading or showing pictures of a book, putting names on children's art papers, changing records, or joining in the block or dramatic play areas. Having specific suggestions for their jobs posted in the areas or on small cards offers parents a quick reference to refer to rather than feeling they have to wait until a teacher comes over and offers suggestions during the day. (Of course, teachers should take time to greet and talk to parents as they arrive in the classroom.) As the year progresses and parents are more comfortable working in the classroom setting, teachers can find out from parents themselves their particular interest areas in working in the classroom.

Below are listed some procedures teachers might use in order that all of the adults working in the classroom can have quick and easy references for specific jobs during the day.

Some teachers:

---draw a chart showing where each person is to be at different times.
---provide a job card for adults in order to help them remember what to do.
---tack a list of procedures on the wall to remind adults of specific jobs.
---print detailed instruction on separate sheets, for example, a list of procedures for mixing paints could be tacked up near the paint mixing area.

Teachers should evaluate and revise adult job roles to reflect any changes or additions they consider necessary on the basis of observations of the class.

The following is a sample job card for an adult working in the classroom:

Sample Adult Job Card

8:45 - 9:15	After signing in (1) help children with their name tags, (2) check paint cans to see if any need stirring, additional paint, or water (paint should not be runny) (3) add painting paper to easels if needed.

9:15 - 9:30	Reading Area - Read and look at books with interested children. Sit facing into the larger part of the room.
9:30 - 9:50	Change places with parent covering another area.
10:00 - 10:30	Sit at one of the tables for snacks. Encourage children to help themselves in pouring and passing food.
10:30 - 10:50	Join children on the rug for group time. If some leave, join them at the table with quiet games.
10:50	Help children with sweaters if needed.
10:50 - 11:20	Take bikes and wagons from outdoor storage. Choose children for first turns.
11:20	Start to help children put bikes, etc. back in storage area, walk back to room (children are to walk near you and not run ahead).

Rules and Limits

Teachers help create an atmosphere of security in the classroom when they give consistent guidance to children's behavior. When they plan the beginning rules and limits for their classroom, teachers should consider children's health, safety, and respect for others. Teachers and parents need to have a clear understanding of acceptable classroom behavior in order to be consistent in their guidance. Beginning rules and limits should be written simply, and clearly posted in areas of the room for easy reference.

Anticipating Problems

A consistent daily time schedule enables teachers to anticipate the regular transition times of activities; thus, they can let children know what to expect next and give them time to finish an activity. For instance, when the time schedule shows that snacks will arrive in ten minutes, requiring the table now being used for an art activity, teachers prepare children for the transition by saying, "You should finish your work now. In five more minutes we need to clean off this table for snacks." Thus children are given time to finish their work and go to another area rather than having their work abruptly stopped. The other teacher working in another part of the room then has time to bring out a high-interest activity and help redirect children to other activities while the snack table is being set up.

Redirecting Children

Keep in mind that open-ended statements such as, "We need this table for snacks now. Find something else to play with," can leave a child overwhelmed by not offering needed guidance to other acceptable choices. If, for instance, a child has difficulty in making another choice as the art activities finish, a teacher could help redirect him by offering some specific suggestions, e.g., "There's room for one more in the block area and Mrs. Allen is reading in the book area."[6]

Below are listed some situations which often occur in a classroom. Working in teams, teachers can share techniques that can be used in guiding children's behavior in these situations or in others from their own experiences.

Some points for teachers to consider when discussing or role-playing these situations:

- Should the teachers have tried to anticipate probable behavior problems in each situation?
- How could more specific roles of teachers working with small groups have helped prevent some situations?
- What kind of redirection, if any, could have helped any of the situations?
- How did teachers help a child express negative feelings in acceptable ways?

A small group of children are washing out paint cans and a teacher is standing nearby. The children are becoming more interested in splashing water than in washing the cans. The teacher looks upset but continues to watch. Finally, the children start pouring the water on the floor and the other teacher rushes over and stops them. "Oh, thank you," says the teacher, "I couldn't think of a thing to say to them."

In a classroom where meal time has been agreed on as an activity for all the children, a teacher approaches a child who is painting at the easel and says: "Would you like to come and eat now?"

The dramatic play area is occupied by a tight "family" unit and another child tries unsuccessfully to join the group. The teacher informs the children that there is room for one more and that they must include the newcomer.

Two children are crying and wrestling over a large dump truck. The teacher separates them and shows one of the children where there is another dump truck on the shelf saying, "There's one for you and one for Daniel."

Fred has leaned a tall ladder against a big climbing box and has gone off to get some ropes. Joey starts up the ladder and before he realizes what has happened, Fred dashes back screaming and bites him hard on the leg. The teacher, who has been standing nearby, hurries over to comfort Joey. As the theacher holds Joey, she bends down and says to Fred, "What did you want to tell Joey?" Fred says, "Not to come up my ladder." "Next time tell him with words, he doesn't know what you mean when you bite him. Next time say, 'Don't come up my ladder.'"

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[6] These examples are taken from Harms, Thelma. "Guiding Children's Behavior." Unpublished paper. Harold E. Jones Child Study Center. Univ. of Calif., Berkeley.

Planning Daily Time Schedules

Teachers need to gather some basic information from parents before planning their tentative daily time schedules. They should determine the drop off and pick-up times that are most convenient to the majority of families. Parents are then more likely to be able to have the children at school on time (or ready for bus pick-up) and to have someone at home when the children arrive back from school. In meetings between teachers and food service manager and/or cooks, time schedules for meals can be jointly discussed. When food for snacks or meals is prepared at one central location for a number of classrooms, teachers may have to schedule the meal times according to the cook's time schedule. But if the cook is responsible for only one center, then she and the teachers can plan together the best times for breakfast, snack and/or lunch.

Other factors that should be considered as teachers plan their tentative daily time schedules are: 1) The amount of independence children are accustomed to in their home environment. For instance, have parents allowed children a great deal of freedom in the use of their time in the home and neighborhood or has children's freedom been limited to the immediate home and yard with much adult supervision? 2) How much participation from parent volunteers can be realistically expected at the beginning of school? From discussions with parents, teachers may find that parents will not be able to participate in the classroom right away. If only the two teachers will work with a group of 15-20 children, they need to consider, then, the kind of a time schedule which will enable them to supervise the children adequately and at the same time individualize classroom experiences as much as possible.

The following page gives examples of three kinds of schedules teachers might plan, depending on the amount of structure needed in their classrooms.

SAMPLES OF THREE KINDS OF DAILY SCHEDULES

Schedule 1 (Tightened)	Schedule 2 (New Nursery School text, p.148)	Schedule 3 (Relaxed)
8:45-Free Choice Activities Indoors (Choices Limited to three or four areas, each guided by an adult)	8:45-Free-Choice Activities Art work: painting, crayons, paste, etc. Informal reading and looking at books Listening to records Block play Manipulative toys and puzzles Language Master Dramatic play	8:45-Free-Choice Activities Indoor and outdoor (all activity areas)
9:30-Early Group Time (Day's activities are introduced. Teacher's expectations of children's behavior during activities are role-played or illustrated in story form.)		
9:45-Snack--Total Group (As child finishes eating, an adult goes to the activity areas and supervises.)		
	10:20 Snacks One table at a time; other children continue with activities	10:20-Snacks Available (Other activities continue.)
10:30-Outdoor Activities (Four or five activity choices)		
	10:50-Group Time (Quiet alternatives)	
	11:00-Outdoor Activities (Seven or eight activity choices.)	
		11:15-Group Time (Quiet alternatives)
11:20-Late Group Time (Quiet alternatives)		
11:40-Children prepare to go home	11:40-Children prepare to go home	11:40-Children prepare to go home
11:45-Children leave	11:45-Children leave	11:45: Children leave

IV. PLANNING THE FIRST WEEK'S CLASSROOM EXPERIENCES

In considering general objectives for extending and reinforcing children's self-concepts and intellectual development, teachers should provide familiar materials from the children's early learning environments. Therefore, pictures on the wall, books and phonograph records should reflect some of the familiar experiences of the home and neighborhood. For instance, teachers might post pictures of the children's families or pets. They might set up the dramatic play area as a housekeeping area to provide a familiar experience from the home.

Children have had some experiences with color, size, and shape before starting school and teachers should choose one of these attributes to emphasize. If they choose color, teachers should have some of the following familiar materials available for children's free exploration: colored pegs and peg boards, colored plastic stacking bowls, painted sized cans for stacking, Color Lotto squares, collage materials or playdough in primary colors.[7] The children's name tags could be made from colored tag board in the primary colors teachers had chosen to emphasize. On the Concept-Formation Table could be some familiar objects emphasizing one of the primary colors. Teachers will have the opportunity to repeat color names and observe children's spontaneous use of color names as they interact with children during their choices of activities in various activity areas, for instance, as children take off and put on sweaters and coats, as they try on dress-up clothes, as they manipulate colored pegs, blocks, concept area materials, etc.[8]

Towards Developing a Healthy Self-Concept

A. Provide name tags for each child to wear (see page 48). Children like to see their names in print and they like the routine of locating their names (at first with adult assistance, and later independently).

B. Use the child's name when speaking to him or about him. Individual name tags help parents and volunteers to use the child's name also. Pre-planning ensures that the classroom is organized each day, enabling teachers to be free to greet the children by name as they arrive in the classroom, help with coats if needed, and respond to and observe children in terms of their physical and emotional well-being.

C. Use the child's name in songs and games.[9]

D. Label each child's art work by printing his first and last names in the top left-hand corner of the paper. A printed list of names should be posted for quick reference for spelling, especially when name tags are no longer worn.

E. Take photographs of each child before school or in the early days of school. The photographs can be placed, along with the child's name, in the individual cubby or space that is provided for his belongings.

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[7] New Nursery School Learning Activities Booklet 1, pp. 36-38.
[8] See "Individualizing Instruction," p. 140.
[9] New Nursery School Learning Activities Booklet 1, pp. 8-9.

A Suggestion for Construction of Name Tags

1. Arrange a board or wall space where tags can be hung. It should be large enough so each tag can be matched to a hook or nail labeled with the name. The hooks should be placed at the children's eye level.

2. Construct the tag of sturdy material at least 3" wide. If you are emphasizing the concepts of shapes or colors, they can be included in your plans for tags.

3. Letter the child's name using upper- and lower-case letters (make tags for adults too).

4. Clear contact paper on both sides will help the tags to last longer.

5. Large safety pins through a punched hole enable the child to learn to handle safety pins and add to pride of accomplishment. If parents object to use of pins, yarn laced through punched holes and tied can be used.

6. Use a routine every day so the children come to know that it is their responsibility to put on, take off, and return their tags.

Observing the Class in the Early Weeks of School

The teachers should spend some time together at the end of each day discussing their general impressions of the class. These impressions are valuable in giving teachers clues to the children's interests and needs in this transition to the new school experiences. Small note cards available for teachers to jot down pertinent information during the day help them to recall later their impressions of the class:

In the later weeks of school, teachers will begin to observe and record specific behaviors of individual children.

Below are some beginning questions teachers should discuss together at the end of the day concerning the class

1) Which children come to mind first? Why?
(Often the teacher and assistant will recall different children or some of the same children for different reasons. Sharing both impressions helps the teachers to see each other's points of view about what kinds of behavior are significant.)

2) Which children seem comfortable in the new learning environment?
(We often tend to recall first those children who behave in more dramatic ways. It is meaningful to note also those children who seem to be adjusting well to school and observe any changes in their behavior when the total class is together.)

3) Which children seemed to have difficulty adjusting to classroom routines, rules, and limits? (Teachers should recall the specific limits in question, the time of day and the activities that were going on when the difficulties occurred.)

4) Which children seem overly active?
(The teachers may have differing opinions as to what active behaviors will be accepted. Teachers should note at what times of day and during which activities some children seem overly active. They should then evaluate their daily time schedule and the kind of activity choices they are providing to make sure there is a balance between quiet and noisy activities, and ample time for meals and for rest if needed.

5) Which children seem overly withdrawn or non-verbal?
(In noting impressions of shyness, teachers should realize that some children are naturally quiet. Some children are shy at the beginning of school until they gain confidence and trust in their teachers and the new school setting. From continued observations over a longer period of time, teachers will gain more information about child's stages of play from solitary (alone) to parallel (next to another but not interacting) to peer play (interacting with others).

Teachers should observe a child's use of language in his home and neighborhood environment as well as in the school environment. Teachers may find that home language is different from that of the teachers and/or that the child is much more verbal when interacting with peers or family members. It is hoped that at least one teacher in the classroom speaks and reinforces the child's home language.)

6) What activities or areas did the children seem to use and enjoy most? Which were not used? (High-interest areas may need expanded space in some instances, or need more or changing accessories. Areas not used should be evaluated as to size, available materials, and their separation from other areas.)

7) Which children seemed to have special health problems needing attention? (Continued problems such as running eyes, infection, sleepiness, and constant hunger may need to be referred to other resources, such as health, social service, or community aides.)

CHECKLIST FOR TEACHERS

Pre-planning and organization by teachers is essential in ensuring that the children's first learning experiences in the learning environment occur in an orderly atmosphere. The checklist below suggests questions for teachers to ask themselves about tasks that need to be completed when they plan the first week of school.

Have you:

- Planned schedule for children's phase-in entrance dates?
- Made home contact visits to begin to gather information on Home Contact card and to give parents the schedule for beginning dates and daily opening and closing of school?
- Arranged the classroom into well-defined activity areas, separating noisy from quiet activities?
- Organized classroom supplies and equipment?
- Planned and written job cards for adults working with children in various classroom activity areas?
- Planned and posted some beginning classroom rules and limits concerning children's health, safety, and respect for others?
- Discussed techniques of positive behavior, anticipating problems, and positive redirection?
- Planned and posted daily time schedule?
- Planned and written a list of objectives for the week?
- Collected and organized classroom materials emphasizing objectives, e.g., self-concept and color, and planned the kinds of activities to be made available during the day?
- Made name tags for children and adults?
- Provided note cards to use to jot down impressions of the children?

INTRODUCTION TO THE TRAINING UNIT OUTLINE GUIDES (FALL, WINTER, SPRING)*

When the training unit outline guides were developed, several decisions were made about how to make them most useful for Program Advisors and teachers. The decisions are that:

1) The topics listed in the outline guides are limited to the classroom behavior of teachers and to parent participation.

2) The outline guides focus on a limited number of basic objectives and procedures.

3) The outline guides are designed for teachers with little or no previous experience but they are also intended to be of value to more experienced teachers.

4) The outline guides are designed so that teachers can study and work on a limited number of activities at a time.

The implications of these decisions are:

1) The training unit outlines do not attempt to cover all aspects of a full program for young children.

2) Some worthwhile activities had to be omitted or postponed in order to focus on a limited number of curriculum objectives. For example, the guides do not discuss the use of science, music, field trips, or crafts in the program. Information on such topics can be found in outside sources.

3) We probably provide more material than teachers can cover adequately in a year, particularly teachers who are new to the program. Teachers should choose the topics that are most relevant to their classroom situations. Teachers who are in their second year of working in the program can continue to use these guides, concentrating on the topics that seem most relevant; they will also be able to discuss the reference materials in more depth.

4) A common fault in training programs is trying to do everything at once, which leads to frustration, confusion, and very little productive learning. To avoid this problem, we have attempted in these guides to set priorities and build a sequence of experiences that will enable most teachers to function effectively in the program. We realize, of course, that our priorities do not fit every situation. Program Advisors and teachers should feel free to use their judgment to change the priorities and sequences to fit the needs of the teachers and children in each classroom.

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*The Training Unit Outline Guides were developed by Glen Nimnicht and Mary Griffin, with contributions from participants in the Responsive Program from 1969-1971.

Organization of the Training Unit Outline Guides

1) Each twelve-week cycle (Fall, Winter, Spring) consists of eight weeks of training with four weeks of time for the Program Advisors and teachers to decide what topics need to be reviewed and extended, what particular problems to focus on, or what activities to undertake that will expand or broaden the training. This also provides time for the teachers to meet with the psychologist, parent coordinator, social worker and nurse to discuss their services and their relationships to the children and their parents.

   THE TWELVE-WEEK TRAINING UNIT CYCLES DO NOT HAVE TO BE EIGHT WEEKS OF TRAINING UNITS FOLLOWED BY FOUR WEEKS OF REVIEW. THE REVIEW OF TOPICS AND CLASSROOM ACTIVITIES CAN COME ANY TIME THAT THE PROGRAM ADVISOR AND TEACHERS FEEL IT IS NEEDED TO MEET THE NEEDS OF THE CLASS.

2) Following each twelve-week outline guide are references which provide further details on the procedures and activities listed in the guide. The references contain one-page descriptions of some of the procedures outlined in the guide, and also list specific sections of this notebook and the New Nursery School[1] text and booklets that discuss the topics outlined in the guide. Reading these references will provide the Program Advisor with a background for each workshop, although there may not be time to discuss all the materials during the workshop. If they wish, teachers can divide up the references and lead discussions on the materials they have read.

3) At the end of each twelve-week outline guide and reference pages are listed pages in the booklets that describe learning activities that extend and reinforce the activities listed in the outlines. Teachers may wish to provide these activities for children who have been observed to need additional activities.

4) A bibliography of outside references is provided at the end of the last training outline guide. These outside readings can be used as further background, especially for second-year teachers as they seek more detailed reading and/or act as discussion leaders with first-year teachers.

   The outline guides are organized to relate weekly workshop topics for teachers to activities in the classroom. Although the sequence may be altered according to the Program Advisor's and teachers' judgment of what the priorities should be according to their observations in the classrooms, the procedures that are involved should remain consistent. They are:

   1) Discuss, illustrate, demonstrate and/or role play the materials and skills that are involved.

   2) Practice the skills or behavior with children in the classroom.

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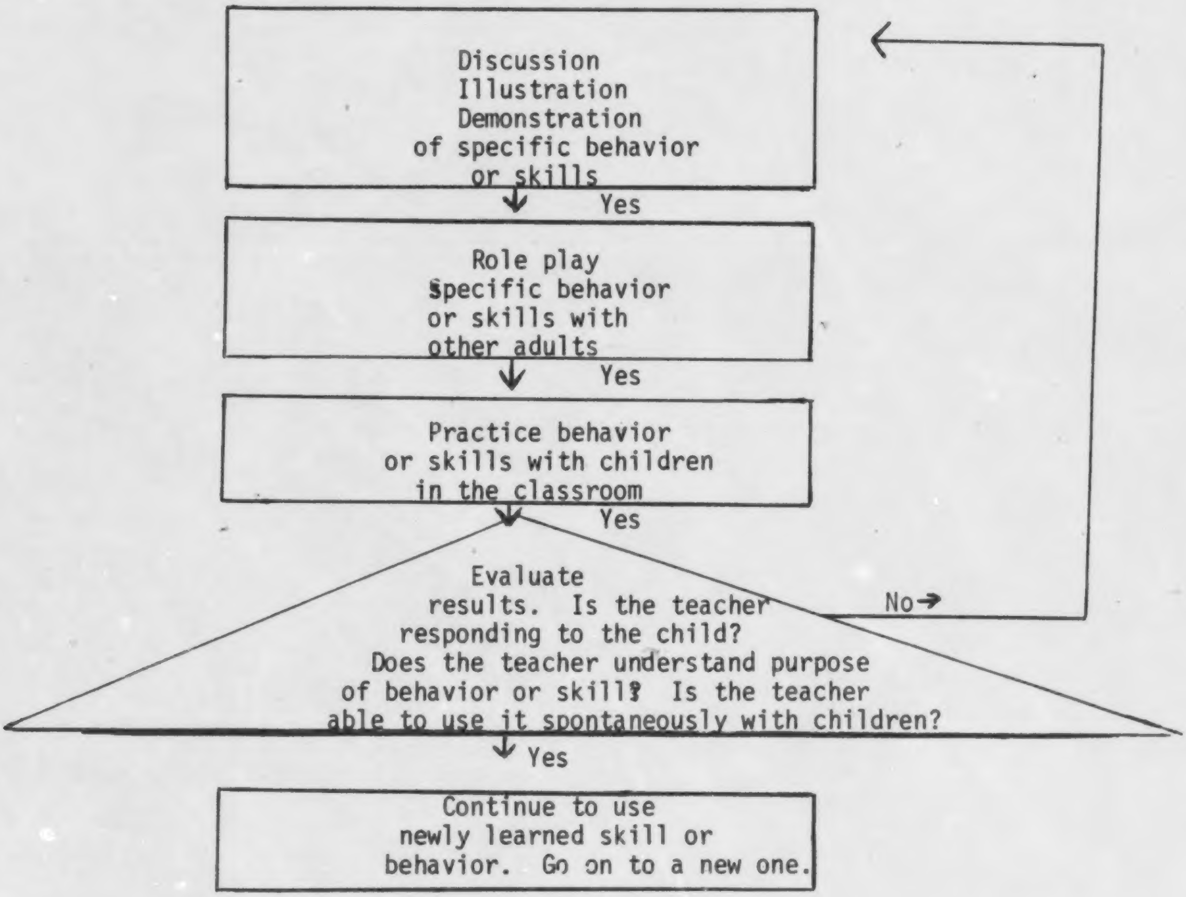
[1] Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School. General Learning Corporation, New York, 1969.

3) Discuss and evaluate the results and then practice the same skills or behavior again if necessary or move on to the next unit.

4) Do not try to learn or practice too many different things at one time.

SEQUENCE IN DEVELOPMENT OF TEACHER SKILLS



Reading the Training Unit Outline Guides

The following three pages provide examples of the training unit outline guides. In the outline, the First Classroom Unit lists activities and procedures described in the Before School Workshop. During the same week that the First Classroom Unit activities are taking place, the Program Advisor holds the First Workshop for Teachers. During this workshop, the Program Advisor and teachers evaluate the classroom activities of the first week and plan for the activities in the Second Classroom Unit. In the same way, as the outline indicates, the Second Workshop for teachers includes evaluations of the activities of the second week and plans for the activities of the third week.

The second and third sample pages are taken from the end of the Fall Training Unit Outline Guides. These pages show the references that provide further details on the topics suggested for the First Workshop for teachers. Specific pages in this notebook and in the New Nursery School text and booklets are listed for Developing a Positive Self-Concept and Reinforcing Language and for Planning for Free Exploration of Materials. A specific procedure is suggested for Observing the Class in the Early Weeks of School.

Sample Page from the Fall Outline Guide

PHASE-IN WEEKS

First
Classroom Unit

1. Observe the Class in Adjusting to New School Experiences
2. Help Children Develop a Healthy Self-Concept and Reinforce Language
3. Provide Activities and Materials for Children's Free Exploration

(Check when Covered)*

9-14-71 1. Share Observations of the Class (Share samples next week)
9-14-71 2. Evaluate Activities to Develop a Healthy Self-Concept and Reinforce Language (Continue songs)
No 3. Evaluate Classroom Planning for Free Exploration of Materials (Responded to concerns on setting Behavior limits)

First
Workshop
for Teachers

Second
Classroom Unit

1. Continue to Observe Children in Adjusting to School
2. Use Child's Name When Speaking to Him and in Songs
3. Provide Activities for Free Exploration with Color

_____ 1. Continue to Evaluate Observations of the Class
_____ 2. Evaluate Classroom Limits; Discuss and Role Play Classroom Management and Control Technique,
_____ 3. Discuss Planning Activities to Develop Concepts

Second
Workshop
for Teachers

*Program Advisors and teachers will sometimes want to rearrange the sequence of topics listed in the outline to meet individual classroom needs. For instance, some topics may need more review and discussion in subsequent workshops. Therefore, space is provided for check marks or dates to be noted to keep track of which topics have been presented and when. Space has also been provided for notes on changes and/or additions to the listed topics. It is not expected that a Program Advisor working with teachers new to the Responsive Program will be able to cover each weekly topic or all of the related references. In the second year of working in the Program, the Program Advisor and teachers can plan more thorough and extended discussions of topics.

Sample Page from the Fall Outline Guide

REFERENCES TO WEEKLY WORKSHOP TOPICS

FIRST WORKSHOP

OBSERVING THE CLASS

Share and evaluate some of the general impressions of the children's adjustment to the new school experience.
(See next page.)

DEVELOPING A HEALTHY SELF-CONCEPT* AND REINFORCING LANGUAGE

Demonstrate and evaluate activities to develop a positive self-concept and to extend language, e.g., using a child's name when speaking to him, in songs, on individual name tags, and by providing individual cubby holes (children's photographs added as soon as possible).

Booklet I- **pp. 8-9

Pictures, books, records, etc. should reflect children's ethnic groups.

Notebook, Section III- D, pp. 167-169.

PLANNING FOR FREE EXPLORATION OF MATERIALS

Evaluate children's involvement during free exploration with materials, e.g., color names.

Booklet I, pp. 36-37 and/or New Nursery School
Text, pp. 108-112

Second-year teachers can plan to demonstrate and role play games and activities next week for spontaneous learning through free exploration with color materials.

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*See also Additional References, p.98.

**For an introduction to the use of the booklets, see Booklet I, pp. 5-7, and Booklet V, p.44.

Sample Page from the Fall Outline Guide

OBSERVING THE CLASS DURING THE EARLY WEEKS OF SCHOOL*

Questions for teachers and assistants to ask of each other after class each day.

1. Which children come to mind first? Why?
2. Which children seem comfortable in the new learning environment?
3. Which children seem to have difficulty adjusting to classroom routines, rules, and limits?
4. Which children seem overly active?
5. Which children seem overly withdrawn or non-verbal?
6. What activities or areas do the children seem most to use and enjoy? Which are not used?
7. Which children seem to have special health problems needing attention?

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* See Section II-B, Before School Workshop, subsection on "Observing the Class," p. 48.

FALL
TRAINING UNIT OUTLINE GUIDE
FOR
WEEKLY WORKSHOPS AND CLASSROOM ACTIVITIES

PHASE-IN WEEKS(S)

First
Classroom Unit

1. Observe the Class in Adjusting to New School Experiences
2. Help Children Develop a Healthy Self-Concept and Reinforce Language
3. Provide Activities and Materials for Children's Free Exploration

First
Workshop
for Teachers

(Check when Covered)

___1. Share Observations of the Class
___2. Evaluate Activities to Develop Healthy Self-Concept and Reinforce Language
___3. Evaluate Classroom Planning for Free Exploration of Materials

Second
Classroom Unit

1. Continue to Observe Children in Adjusting to School
2. Use Child's Name when Speaking to Him and in Songs
3. Provide Activities for Free Exploration with Color

Second
Workshop
for Teachers

___1. Continue to Evaluate Observations of the Class
___2. Evaluate Classroom Limits; Discuss and Role Play Classroom Management and Control Technique,
___3. Discuss Planning Activities to Develop Concepts

Third
Classroom Unit

1. Continue to Observe the Class
2. Continue to Evaluate Rules and Limits and Use Positive Statements for Redirecting
3. Continue Activities to Develop Concept of Color
4. Continue Using Child's Name

Third
Workshop
for Teachers

(Check when Covered)

___1. Continue to Evaluate Class Observations and Relate Observations to Planning
___2. Continue to Demonstrate Materials to Develop Concepts

Fourth
Classroom Unit

1. Continue to Observe the Class
2. Provide for Exploration with Color Lotto Game
3. Continue to Use Name and Color Songs

Fourth
Workshop
for Teachers

___1. Discuss Parent Participation
___2. Review Game on Color Concept
___3. Review Activities to Develop Healthy Self-Concept and Reinforce Language

Fifth
Classroom Unit

1. Evaluate Roles for Parent Participants
2. Continue to Provide Activities to Develop Color Concepts
3. Use Name Songs at Transition Times
4. Continue to Observe Children for Their Involvement and Interest in Activities

(Check when Covered)

Fifth Workshop for Teachers

___1. Discuss Relating Classroom Planning to Children's Interests and Life Styles
___2. Demonstrate Materials to Develop Shape Concepts
___3. Role Play Activities to Reinforce and Extend Children's Language

Sixth Classroom Unit

1. Evaluate Classroom Planning
2. Provide Activities with Shaped Materials
3. Use Verbs to Describe Action Outdoors
4. Continue to Plan Specific Roles for Participating Parents

Sixth Workshop for Teachers

___1. Role Play Game to Develop Senses and Perceptions
___2. Evaluate Transition and Group-Time Activities
___3. Role Play Specific Language for Teachers to Practice
___4. Evaluate Games to Develop Concepts and Language

Seventh Classroom Unit

1. Play Feely Bag Game Using Shapes
2. Use Name Songs at Transition and Group Times
3. Use Specific Language to Describe Action
4. Continue Games with Shapes and Action Words

Seventh Workshop for Teachers

___1. Evaluate/Review Game to Develop Senses and Perceptions
___2. Demonstrate Materials to Develop Problem-Solving Abilities
___3. Discuss Parent Meetings

Eighth
Classroom Unit

1. Continue to Play Feely Bag Game Using Shapes
2. Provide Materials to Sort and Classify
3. Plan/Evaluate Parent Meetings

Eighth
Workshop
for Teachers

(Check when covered)

___1. Begin Discussions on Plans to Review and/or Extend Weekly Workshop Topics
___2. Continue to Discuss Parent Meetings
___3. Evaluate Materials to Develop Problem-Solving Abilities

Ninth
Classroom Unit

1. Begin to Review and/or Extend Classroom Activities According to Individual Needs
2. Continue to Plan/Evaluate Parent Meetings
3. Continue Activities for Sorting and Classifying

Ninth
Workshop
for Teachers

___1. Continue to Discuss Plans to Review and/or Extend Weekly Workshop Topics

Tenth, Eleventh, Twelfth
Classroom Units

1. Review and/or Extend Classroom Activities According to Individual Needs

(Include Psychologist, Home Consultants, Nurse, Social Service Coordinator, etc., in Meetings for Discussions of Roles and Relationships.)

REFERENCES TO WEEKLY WORKSHOP TOPICS

FIRST WORKSHOP

OBSERVING THE CLASS

Share and evaluate some of the general impressions of the children's adjustment to the new school experience.
(See next page.)

DEVELOPING A HEALTHY SELF-CONCEPT AND REINFORCING LANGUAGE

Demonstrate and evaluate activities to develop a positive self-concept and to extend language, e.g., using a child's name when speaking to him, in songs, on individual name tags, and by providing individual cubby holes (children's photographs added as soon as possible).

Booklet I, pp. 8-9**

Pictures, books, records, etc. should reflect children's ethnic groups.

Notebook, Section III- D, pp.167-169

PLANNING FOR FREE EXPLORATION OF MATERIALS

Evaluate children's involvement during free exploration with materials, e.g., color games

Booklet I, pp. 36-36, and/or New Nursery School Text, pp. 108-112

Second-year teachers can plan to demonstrate and role play games and activities next week for spontaneous learning through free exploration with color materials.*

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*See also Additional References, p. 98.

**For an introduction to the use of the booklets, see Booklet I, pp. 5-7, and Booklet V, p. 44.

OBSERVING THE CLASS DURING THE EARLY WEEKS OF SCHOOL*

Questions for teachers and assistants to ask of each other after class each day.

1. Which children come to mind first? Why?
2. Which children seem comfortable in the new learning environment?
3. Which children seem to have difficulty adjusting to classroom routines, rules, and limits?
4. Which children seem overly active?
5. Which children seem overly withdrawn or non-verbal?
6. What activities or areas do the children seem most to use and enjoy? Which are not used?
7. Which children seem to have special health problems needing attention?

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*See Section II- B, Before School Workshop, Subsection on "Observing The Class," p. 48.

SECOND WORKSHOP

OBSERVING THE CLASS

Continue to share and evaluate class observations of children's adjustment to school and effectiveness and/or need for changes in routines, time schedules, and materials provided for children's.
Teachers should plan their schedules to allow time together for evaluation after school to share observations and make any needed changes in their planning.

CLASSROOM MANAGEMENT AND CONTROL*

Evaluate the beginning classroom rules and limits to determine effectiveness and relevancy for each group of children. Discuss needed changes and the importance of teacher's consistency with limits.

Notebook, Section III-F , pp. 184-188 and/or
New Nursery School Text, pp. 133-134

Review importance of using positive statements in redirecting children (see next page) and Notebook, Section III-F , p. 140

DEVELOPING CONCEPTS

Continue to evaluate children's free exploration activities with color materials, their interest and involvement in activities, and their use of materials. For instance, some children may already be naming some of the colors.

Notebook, Section III - B, pp. 128-130
Notebook, Section III - C, Individualizing Instruction, subsection on "Concept Development," p. 147

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* See also Additional References, p. 98.

CLASSROOM CONTROL TECHNIQUE

POSITIVE REDIRECTION
GIVE DIRECTIONS IN POSITIVE TERMS

Explanation: This behavior consists of straightforward wording of statements. Make statements clear, instead of implying what you expect the child to do.

AVOID vague statements.
AVOID negative forms of statements.

Examples:

Say: "Keep the clay on the table."
Instead of: "We don't put clay in our mouths, do we?"

Say: "You have some blocks. You keep these and let Blaine use the others."
Instead of: "Wouldn't you like to share your blocks with Blaine?"

Say: "It is time to go inside."
Instead of: "Don't you think it's time to go in now?"

Say: "Hold on with both hands."
Instead of: "Be careful."

Say: "Run around the sandbox instead of through it."
Instead of: "Play nicely."

Say: "Teka, you push the table and I'll pull it."
Instead of: "Let's all help."

Say: "Walk where the sidewalk is dry."
Instead of: "Don't get wet."

Say: "Stay on the floor."
Instead of: "Don't climb on the shelves."

THIRD WORKSHOP

CLASS OBSERVATIONS AND PLANNING

Evaluate plans for teachers' roles in covering various activity areas during the day; reinforce need for teamwork between adults in planning specific jobs in order to anticipate problems and direct children to other activities (see next page); review and evaluate use of job cards.

Notebook, Section II- B, Before School Workshop,
subsection on "Guiding Children's Behavior," p.41

DEVELOPING CONCEPTS

Demonstrate activities to reinforce color concepts with Color Lotto game and with songs using color names.

Booklet I, pp. 38-44
Color Filmstrip and Audiotape*-Color Lotto
Booklet I, pp. 13-15

Second-year teachers can demonstrate songs and levels of Color Lotto in small groups with new teachers.

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*See list of Additional Training Materials, p. v.

ADULT ROLES

Effective classroom management does not occur automatically. Working together, teachers should plan their specific responsibilities in the various activity areas of the classroom. Planning ahead of time helps teachers avoid the feelings of being frustrated and overwhelmed that come from having to supervise too many activities at one time. By anticipating which activities require the most adult guidance and which can be used independently, teachers can offer children a choice of activities that they are able to effectively supervise.

If one teacher is working with a small group of children in an activity which needs her close supervision, such as fingerpainting, both she and the other teacher could become overwhelmed unless they plan alternative less-teacher-directed activities for the remaining children.

The teacher supervising the involved and high-interest activity such as fingerpainting can plan alternative art activities that require less guidance such as crayon drawing and pasting on shaped paper. Other involved art activities such as easel painting or playdough could be planned for another day or before and after the fingerpainting activity but not at the same time.

When only a few children at a time can participate with one teacher in the high-interest activity of fingerpainting, the other teacher can introduce a reserve high-interest game for the first time that day (Constructo Straws, Lincoln Logs, or Rig-a-Jig) to be used independently by some of the children.

She can also bring out some high-interest accessories for some of the activity areas. She may see the need to be in one of the areas with a small group of children but she situates herself as much as possible to view the other areas in order to be alert to situations that may need her attention. If one teacher finds that she needs to move around to cover all remaining areas while the other teacher is occupied in the art area, she may cut down on some of the choices available to children. Perhaps she is unable to sit and read a story to a child who has asked her, but she can let him listen to a taped or recorded story or song.

If a number of other children are almost evenly divided between the block and dramatic-play areas but she cannot adequately observe them along with other children in the music and manipulative toy areas, she may choose to put away materials in one of the areas and give attention to another one. Whichever way teachers plan their choices of activities for children, they must be sure that the majority of the children are always in view of one of the teachers.

FOURTH WORKSHOP

PARENT PARTICIPATION

Evaluate specific roles planned for, discussed with, and printed for parents participating in the room. In order that parents have quick references if questions arise during the day about routines, time schedules, etc., teachers post classroom rules and limits, children's names, and time schedules, and have the day's plans available for reference.

Parent Involvement Workbook,* pp. 35-39

DEVELOPING CONCEPTS

Some teachers may want to review Color Lotto game or review color filmstrip with audiotape.

Notebook, Section III- C, Individualizing Instructions, subsection on "Learning Styles," p. 147
Handbook for Teacher Assistants in the Use of Specific Toys** pp. 10-13, 21.

DEVELOPING A HEALTHY SELF-CONCEPT AND REINFORCING LANGUAGE

Review and evaluate the practice of writing the child's name on his art activities, using his name when speaking to him, and singing name songs to help in transitions from one activity to another.

Booklet I, pp. 10-12
Notebook, Section III- D, p.170

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*See Additional References p.98.
**See list of Additional Training Materials, p. v.

FIFTH WORKSHOP

PLANNING

Evaluate classroom planning in relation to meeting children's needs by discussing observations made of children as they adjust to classroom routines, relate to adults and other children, and work with games and materials.

If teacher observations show that many of the activity areas and planned activities do not hold the interest of the children, there is a need to evaluate planning of classroom activities and materials made available to the children in terms of their relevance to the children's background, interests, and life styles.

Notebook, Section III- D, pp.168-171
Notebook, Section III- C, Individualizing Instruction, subsection on "Life Styles," p. 142

DEVELOPING CONCEPTS

Demonstrate and discuss materials for children's free exploration activities with _shapes_. Second year teachers can display and role play ways shape concepts can be reinforced in the various activity areas during children's spontaneous play.

Booklet III, pp. 26-33
Notebook, Section III- C, Individualizing Instruction, subsection on "Concept Development," p. 147

DEVELOPING LANGUAGE

Role play use of action words (verbs) to describe children's activities outdoors.

Booklet I, pp. 24-26

SIXTH WORKSHOP

DEVELOPING SENSES AND PERCEPTIONS

Role play Feely Bag game using shapes familiar to children.

Booklet I, pp. 16-20
Color Film Strip and Audiotape--Feely Bag

TRANSITION ACTIVITIES/GROUP TIME

Review the use of name songs to start a group-time activity.

Booklet I, pp. 10-15
Notebook, Section III- D, pp. 170-171

Discuss and plan quiet activities that can be provided as an alternative during group time.

New Nursery School Text, pp. 112-116

SPECIFIC LANGUAGE FOR TEACHERS TO PRACTICE

Role play and discuss specific language to use in describing action (see next page).

DEVELOPING CONCEPTS AND REINFORCING LANGUAGE

Evaluate children's involvement with shaped materials and teachers' observations of their spontaneous use of shape names.

Notebook, Section III - C, Individualizing Instruction, subsection on "Concept Development," p. 147

SPECIFIC LANGUAGE FOR TEACHERS TO PRACTICE

USE SPECIFIC LANGUAGE TO DESCRIBE ACTION

Explanation: This behavior consists of identifying and accurately describing actions in their context as they occur. Use verbs which describe actions specifically.

Examples:

Say: "Robert ran down the sidewalk."
Instead of: "Robert went down the walk."

Say: "The cat is chasing the bird."
Instead of: "The cat is after the bird."

Say: "The horse is galloping."
Instead of: "The horse is running."

SEVENTH WORKSHOP

DEVELOPING SENSES AND PERCEPTIONS

Evaluate use of Feely Bag game using shapes. Some teachers may want to review the game and/or filmstrip and audio tape.
Evaluate developing the concept of shape through children's spontaneous play.

Handbook for Teacher Assistants in the Use of
Specific Toys, pp. 15-17

DEVELOPING PROBLEM-SOLVING ABILITIES

Demonstrate materials for children to sort, classify, and make groupings with informal problem-solving activities.

Booklet I, pp. 45-48
Booklet III, pp. 24-26

PARENT MEETINGS

Discuss Program Advisor's and Teachers' roles in setting up parent meetings and plans to respond to parents' concerns.

Parent Involvement Workbook*, pp. 44-51

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*Additional References p.98

EIGHTH WORKSHOP

PLANNING

Begin discussions on relating observations to plans for reviewing and extending classroom activities according to individual needs. (See p. 74.)

PARENT MEETINGS

Continue to plan and/or evaluate parent meetings.

PROBLEM SOLVING

Evaluate and continue to demonstrate materials for sorting and classifying.

NINTH WORKSHOP

PLANNING

Continue discussions on plans to review and extend classroom activities and Weekly Workshop Topics.

If they wish, second-year teachers can be leaders in discussions with the first-year teachers on some of the additional references or on a review of references previously discussed.

FALL

EXTENDING CLASSROOM LEARNING ACTIVITIES*

DEVELOPING A HEALTHY SELF-CONCEPT AND REINFORCING LANGUAGE

Names/Songs

Booklet I, p. 10, suggestions #4 and 5
Booklet VI, pp. 37-39

DEVELOPING SENSES AND PERCEPTIONS

Textures

Booklet I, p. 20

Feely Bag Games

Booklet I, p. 20, suggestions # 1-14
Booklet V, pp. 4-7

DEVELOPING LANGUAGE

Negative Form of Verbs

Booklet II, pp. 14-15

Learning Words and Concepts

Booklet II, pp. 15-20

Saying and Picturing Words of Relative Location

Booklet II, pp. 25-27

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* A cross-reference index of activities and objectives can be found in pp. 45-48 of Booklet V. This index may be useful for teachers who wish to use activities other than those suggested here.

FALL

CONTINUED

DEVELOPING CONCEPTS

Classifying Foods-Snack Time

Booklet II, pp. 36-37

Color Memory

Booklet IV, pp. 7-8

Identifying Shapes and Real Objects

Booklet IV, pp. 15-17

Identifying Shapes and Naming Colors

Booklet IV, pp. 17-18

Art Activities

Booklet VI, pp. 24-29

DEVELOPING PROBLEM-SOLVING ABILITIES

Water Play Activities

Booklet II, pp. 43-47

Comments on Shadows

Booklet III, pp. 34

WINTER
TRAINING UNIT OUTLINE GUIDE
FOR
WEEKLY WORKSHOPS AND CLASSROOM ACTIVITIES

(Check when covered)

Thirteenth Workshop for Teachers

___1. Demonstrate Materials and Activities to Develop Healthy Self-Concept
___2. Discuss Observing Individual Children

Thirteenth Classroom Unit

1. Provide Activities Centering Around Children and Their Families
2. Systematically Observe Individual Children

Fourteenth Workshop for Teachers

___1. Continue to Discuss Techniques for Observing Individual Children
___2. Discuss Opportunities to Develop Concepts
___3. Demonstrate Activities to Reinforce and Extend Children's Language

Fourteenth Classroom Unit

1. Continue to Record Observations of Individual Children
2. Use Descriptive Words in Describing Relative Size
3. Provide Child's Name and Photograph Card with Language Master
4. Continue to Provide Activities Centering Around Children and Their Families

___1. Relate Observations of Individual Children to Classroom Control Needs
___2. Evaluate Opportunities to Develop Concepts
___3. Demonstrate/Role Play Game to Develop Senses and Perceptions

Fifteenth Workshop for Teachers

Fifteenth Classroom Unit

1. Continue Observations and Classroom Control Techniques
2. Continue Using Descriptive Words to Describe Relative Size
3. Play Game With Sound Cans

___1. Review Planning for Group and Transition Times
___2. Discuss Adult Relationships
___3. Evaluate Game to Develop Senses and Perceptions and Discuss Levels of Abilities

Sixteenth Workshop for Teachers

Sixteenth Classroom Unit

1. Use Name Songs for Transition and Group Times
2. Evaluate Adult Roles in the Classroom
3. Continue to Play Game with Sound Cans
4. Continue to Describe Size During Spontaneous Play

___1. Demonstrate Game to Develop Concepts
___2. Role Play Specific Language for Teachers to Practice
___3. Role Play Game to Reinforce and Extend Children's Language

Seventeenth Workshop for Teachers

Seventeenth Classroom Unit

1. Provide Game Using "Same Size"
2. Use Specific Language to Describe Location/Position
3. Play Game Using Words of Relative Location

Eighteenth Workshop for Teachers

___1. Evaluate Parent Participation
___2. Practive Songs to Reinforce and Extend Language
___3. Evaluate Game to Develop Concepts and Levels of Abilities
___4. Review Specific Language for Teachers to Practice

Eighteenth Classroom Unit

1. Encourage Parent Participation in the the Room
2. Use Action Songs to Reinforce and Extend Language
3. Continue to Play Games Using "Same Size"
4. Continue Using Specific Language to Describe Location/Position

Nineteenth Workshop for Teachers

___1. Evaluate/Review Songs and Activities to Develop Language
___2. Role Play Game to Develop Concepts
___3. Continue to Discuss Parent Participation

Nineteenth Classroom Unit

1. Continue to Use Action Songs and Activities Using Relative Location
2. Play Game Using Sized Squares
3. Continue to Evaluate Parent Participation

Twentieth
Workshop
for Teachers

___1. Begin Discussions on Plans to Review and/or Extend Weekly Workshop Topics
___2. Review Techniques For Observing Individual Children

Twentieth
Classroom Unit

1. Begin to Review and/or Extend Classroom Activities According to Individual Needs

Twenty-First
Workshop
for Teachers

___1. Continue to Discuss Plans to Review and/or Extend Weekly Workshop Topics

Twenty-First,
Twenty-Second,
Twenty-Third
Classroom Units

1. Continue to Review and/or Extend Classroom Activities
2. Consult with Psychologist, Home Consultant, and Nurse on Relationships and Roles

REFERENCES TO WEEKLY WORKSHOP TOPICS

THIRTEENTH WORKSHOP

DEVELOPING A HEALTHY SELF-CONCEPT*

Share and demonstrate materials and activities relevant to children's interests and ethnic groups.

Notebook, Section III-D, p. 167

OBSERVING INDIVIDUAL CHILDREN

Discuss techniques of observing individual children and the relationship of observing to individualizing instruction.

Notebook, Section III-E , pp. 172-176

FOURTEENTH WORKSHOP

OBSERVING INDIVIDUAL CHILDREN

Share samples of individual child observations and relate to classroom planning.

Notebook, Section III - E, pp. 171-181

DEVELOPING CONCEPTS

Begin demonstration and discussions of providing opportunities to reinforce the concept of size during spontaneous play.

Booklet I, pp. 30-34

DEVELOPING LANGUAGE

Demonstrate use of the Language Master using children's names and photograph cards of action activities.

Booklet I, pp. 27-29
Booklet II, pp. 4-7

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*See also Additional References, p. 98

FIFTEENTH WORKSHOP

OBSERVING INDIVIDUAL CHILDREN*

Review and evaluate classroom control techniques, if needed, using observations of individual children.

Notebook, Section III - F, pp. 189-192

DEVELOPING CONCEPTS

Role play and evaluate the use of words to describe size during spontaneous play.

Booklet I, pp. 30-34

DEVELOPING SENSES AND PERCEPTIONS

Demonstrate and role play game to develop auditory discrimination using Sound Cans.

Booklet II, pp. 8-10
Color Filmstrip and Audiotape-Sound Cans

SIXTEENTH WORKSHOP

PLANNING

Review planning for group and/or transition times of moving from one activity to another.

New Nursery School Text, pp. 112-116

Review name songs to use at group or transition times.

ADULT RELATIONSHIPS

Discuss and evaluate roles and the use of job cards for adults while working with children.

Notebook, Section II - B, Before School Workshop,
subsection on "Guiding Children's Behavior," p. 41

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*Additional References, p. 98

SIXTEENTH WORKSHOP (continued)

DEVELOPING SENSES AND PERCEPTIONS

Evaluate and review the game using Sound Cans - "Same Sound".

Handbook for Teacher Assistants in the Use of Specific Toys, pp. 7-8

Discuss children's levels of abilities with games

Notebook, Section III - C, Individualizing Instruction, subsection on "Levels of Ability," p. 151

SEVENTEENTH WORKSHOP

DEVELOPING CONCEPTS

Demonstrate and/or role play game to develop the concept of "same size".

Booklet II, pp. 28-31
Handbook for Teacher Assistants in the Use of Specific Toys, pp. 19-20

SPECIFIC TEACHER LANGUAGE TO PRACTICE

Role play situations for use of locational/positional words (see next page).

DEVELOPING LANGUAGE

Role play "Leo the Lion" game using words of relative location.

Booklet II, pp. 22-25

SPECIFIC LANGUAGE FOR TEACHERS TO PRACTICE

USE SPECIFIC LANGUAGE TO DESCRIBE LOCATION/POSITION

Explanation: This behavior consists of identifying and describing the location or position of objects in space and in time.

It means using specific descriptive words, phrases and sentences rather than brief over-general ones when referring to place or position. In some cases it is necessary to use prepositions or adverbs where you usually use a general term.

Examples: Say: "The crayons go in the cabinet below the window."
Instead of: "They go over there."

Say: "The puzzle piece is on the floor under your chair."
Instead of: "There it is."

Say: "The pegs are on the bottom shelf beside the puzzles."
Instead of: "Right over there."

Say: "We will go outside at 10 o'clock."
Instead of: "Later on."

EIGHTEENTH WORKSHOP

PARENT PARTICIPATION*

Discuss and evaluate parent participation.

DEVELOPING LANGUAGE

Demonstrate action songs, modeled by the teacher.

Booklet II, pp. 11-13

DEVELOPING CONCEPTS

Evaluate game to teach the concept of "same size."

Color Filmstrip and Audiotape - Stacking Squares

Evaluate children's levels of abilities with games.

NINETEENTH WORKSHOP

DEVELOPING LANGUAGE

Continue demonstrations on game using words of relative location.

Handbook for Teacher Assistants in the Use of Specific Toys, pp. 33-34

Continue to practice action songs, modeled by the teacher.

DEVELOPING CONCEPTS

Role play game using stacking squares to teach "not the same size."

Booklet II, pp. 28-32
Handbook for Teacher Assistants in the Use of Specific Toys, pp. 19-20

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*See also Additional References, p. 98.

TWENTIETH WORKSHOP

PLANNING

Begin discussions on plans for reviewing and extending classroom activities and Weekly Workshop Topics according to individual needs.

Notebook, Section III- C, Individualizing Instruction, subsections on "Life Styles" and "Levels of Ability," pp. 142 and 151

OBSERVING INDIVIDUAL CHILDREN

Review and evaluate techniques used for observing individual children (see next page).

Notebook, Section III-E, pp. 177-181

TWENTY-FIRST, TWENTY-SECOND, TWENTY-THIRD WORKSHOPS

PLANNING

Continue discussions on planning to review and/or extend activities for individual needs from observations.

Notebook, Section III-C, Individualizing Instruction, subsection on "Learning Styles," p. 147

OBSERVING A CHILD FROM HIS POINT OF VIEW

Teachers often perceive a child's actions and attitudes differently from the way the child himself perceives them. Certain aspects of a child's behavior may be viewed by teachers as "positive" or "negative" but the same behaviors may be viewed differently by the child.

Teachers should observe a child by listening to his verbal comments and looking at his body posture and facial expressions for clues as to the way he feels about himself and his capabilities.

The following example illustrates how behavior in a child which teachers perceived as negative was viewed as positive behavior on his part. On the basis of careful observations and home visits, the teachers re-evaluated their perceptions and were eventually able to view many of his actions or behaviors as positive, the same way he did.

Blaine was perceived by his teachers as being aggressive, bossy, and often uncooperative in his interaction with others during school activities. On the other hand, Blaine saw himself as being very capable of having success with any new activities or games. Things came easy for him. He wanted to be "the first" to try activities in order to show the other children what to do. He felt that the teachers often did things for him that he could and wanted to do for himself. He could figure out the rules of a new game, could recognize most of the color and shape names and wanted to try to print his name by himself.

Until the teachers began to view Blaine's behaviors from his point of view and until they talked to his mother, teachers perceived him as needing constant supervision to prevent his bossiness and aimless wandering. During the home visits, teachers learned that Blaine spent a lot of time with his brother, who was ten years older. His brother enjoyed playing with Blaine and talking to him about his own school work. Blaine's mother gave him many responsibilities such as going to the grocery store and doing errands by himself in the neighborhood.

The teachers began to realize that Blaine had had many experiences of being independent and was quite capable of handling responsibilities encouraged and praised at home. The teachers also realized that Blaine was perceiving his teachers as being restrictive in not allowing him independence and opportunities of handling responsibilities at school. In their planning, teachers sought ways to use his newly perceived positive behavior to build up his previous difficulty in cooperative sharing and taking turns with other children.

Blaine is now offered helper responsibilities, taking turns with other children in setting up the food table, caring for the class turtle, and working the record player. Because Blaine recognized the basic colors and shapes, he took turns playing teacher in lotto games. Teachers also posed problems and games with him at Production or Naming Level as previous questioning on

Matching Levels had been no challenge to him. Blaine's previously "bossy" behavior concerning his name on his art papers changed as teachers realized he had reached the stage of wanting to attempt to print his name. Consequently, when the teachers printed his name, they placed it on his paper where there was space underneath for him to copy his name if he wanted to. He was also given more of a challenge when using the Language Master with name cards by being given a choice of five name cards rather than only two from which to find his name.

Using Blaine's strengths of independence, ability in handling responsibilities and knowledge of many concepts has enabled the teachers to guide him in becoming a cooperative leader in the classroom.

WINTER

EXTENDING CLASSROOM LEARNING ACTIVITIES

DEVELOPING A HEALTHY SELF-CONCEPT

Families

Booklet VI, pp. 5-7, 49-50

DEVELOPING SENSES AND PERCEPTIONS

Tasting and Smelling

Booklet IV, pp. 4-6

DEVELOPING CONCEPTS

Numbers and Numerals

Booklet III, pp. 20-26

Which Does Not Belong?

Booklet IV, pp. 20-23

Shape and Color Lotto

Booklet V, pp. 16-18

Location, Shape, and Color

Booklet V, pp. 20-21

Recognizing Geometric Shapes

Booklet V, pp. 26-29

Location, Color, Size, and Shape

Booklet V, pp. 31-34

One-to-One Relationships

Booklet IV, pp. 24-25

Recurring Patterns

Booklet IV, pp. 25-29

Incomplete Arrangements

Booklet IV, pp. 30-32

SPRING
TRAINING UNIT OUTLINE GUIDE
WEEKLY WORKSHOPS AND CLASSROOM ACTIVITIES

(Check when covered)

Twenty-Fourth Workshop for Teachers

___1. Evaluate Adult Relationships
___2. Demonstrate Materials to Develop Concepts

Twenty-Fourth Classroom Unit

1. Continue to Use Team Approach in Working with Children
2. Provide Materials to Teach Classification

Twenty-Fifth Workshop for Teachers

___1. Continue to Evaluate Planning from Observations of Individual Children
___2. Demonstrate Materials and Role Play Activities to Extend and Reinforce Children's Language

Twenty-Fifth Classroom Unit

1. Continue to Provide Activities for Individual Children's Levels of Ability
2. Provide Picture Lotto Games, Original Picture Books, Flannel Board Stories
3. Continue to Provide Materials to Classify

Twenty-Sixth Workshop for Teachers

___1. Evaluate Classroom Rules and Limits from Observations

___2. Role Play Game to Develop Concepts
___3. Evaluate Materials and Activities to Reinforce and Extend Children's Language

Twenty-Sixth Classroom Unit

1. Change and/or add Classroom Limits to Meet Individual Needs
2. Play Game to Teach "Different Size From"
3. Continue to Provide Picture Lotto Games, Original Picture Books and Flannel Board Stories

Twenty-Seventh Workshop for Teachers

(Check when covered)

___1. Role Play Game on Problem Solving
___2. Demonstrate Materials to Develop Concepts

Twenty-Seventh Classroom Unit

1. Play Game "What Piece Is Missing?"
2. Use Sized Shapes to Teach Largest and Smallest
3. Continue to Play Games at Child's Level of Ability

Twenty-Eighth Workshop for Teachers

___1. Evaluate Planning in Individualizing Instruction
___2. Demonstrate Activities to Develop Concepts

Twenty-Eighth Classroom Unit

1. Provide Activities for Individual Children's Interests and Life Styles
2. Play Game on Classifying by Shape and Color
3. Continue to Play Games on Size

Twenty-Ninth Workshop for Teachers

___1. Discuss and Evaluate Adult Relationships/Roles
___2. Demonstrate Activities to Develop Concepts
___3. Continue to Evaluate Planning

Twenty-Ninth
Classroom Unit

1. Change and/or Add to Roles of Adults Working in the Classroom
2. Provide Materials or Counting
3. Continue to Provide Activities for Individual Interests and Needs and Abilities

Thirtieth
Workshop
for Teachers

(Check when covered)

___1. Demonstrate Game to Teach Concepts
___2. Demonstrate Game to Develop Senses and Perceptions
___3. Continue to Relate Planning to Observations of Individual Children

Thirtieth
Classroom Unit

1. Play Game to Teach Relative Height
2. Provide Activities Using Magnetic Letter Board and Overlays
3. Continue to Gather Information on Life Styles

Thirty-First
Workshop
for Teachers

___1. Begin Discussions on Plans to Review and/or Extend Weekly Workshop Topics
___2. Evaluate Games to Develop Concepts and Senses and Perceptions

Thirty-First
Classroom Unit

1. Begin to Review and/or Extend Classroom Activities According to Individual Needs

Thirty-Second
Workshop
for Teachers

___1. Continue to Discuss Plans to Review and/or Extend Weekly Workshop Topics

Thirty-Second,
Thirty-Third,
Thirty-Fourth
Classroom Units

1. Continue to Review and/or Extend Classroom Activities
2. Consult with Psychologist, Home Consultant, and Nurse on Relationships and Roles

REFERENCES TO WEEKLY WORKSHOP TOPICS

TWENTY-FOURTH WORKSHOP

ADULT RELATIONSHIPS*

Evaluate team planning, evaluation time together, specific rules, job cards etc. for adults working in the room.

Notebook, Section II-B, Before School Workshop, subsection on "Teacher Training - A Responsive Process," p. 26

DEVELOPING CONCEPTS

Demonstrate and discuss the use of concrete and semi-concrete objects to teach classification.

Booklet II, pp. 33-36
Notebook, Section III-C, Individualizing Instruction, subsection on "Concept Development" and "Attachment A" pp. 147 and 156

TWENTY-FIFTH WORKSHOP

PLANNING

Discuss the planning of learning experiences according to children's levels of abilities with activities.

Notebook, Section III-C, Individualizing Instruction, subsection on "Levels of Ability," p. 151

DEVELOPING LANGUAGE

Demonstrate and discuss materials to reinforce and extend language,e.g., picture lotto games, original books and flannel board stories.

Booklet III, pp. 8-13
Notebook, Section III-D, p. 169

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*See also Additional References p. 98.

TWENTY-SIXTH WORKSHOP

CLASSROOM MANAGEMENT AND CONTROL*

Relate observations of children to any needed changes in classroom rules and limits. Evaluate the scale of classroom control techniques.

Notebook, Section III-F, p. 182.

DEVELOPING CONCEPTS

Role play and discuss games to teach "different size from" using sized squares.

Booklet III, p. 14-15

DEVELOPING LANGUAGE

Share and evaluate use of picture lotto games, original books, and flannel board stories to extend language.

TWENTY-SEVENTH WORKSHOP

DEVELOPING PROBLEM-SOLVING ABILITIES

Demonstrate familiar puzzles and objects that can be grouped together to play the game "What Piece Is Missing?"

Booklet III, pp. 38-39

DEVELOPING CONCEPTS

Demonstrate the use of sized shapes with flannel board to teach "largest" and "smallest."

Booklet III, pp. 15-16

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*See also Additional References p.98

TWENTY-EIGHTH WORKSHOP

PLANNING

Evaluate plans for individualizing instruction from information on life-style matrix.

Notebook, Section III-C, Individualizing Instruction, subsection on "Life Styles," p. 142

DEVELOPING CONCEPTS

Demonstrate activities to classify objects by shape and color.

Booklet IV, pp. 19-20

TWENTY-NINTH WORKSHOP

ADULT RELATIONSHIPS

Evaluate teacher's roles working as a team with children. Evaluate parent's roles when participating in the classroom.

DEVELOPING CONCEPTS

Demonstrate materials to encourage counting.

Booklet II, pp. 38-42

THIRTIETH WORKSHOP

DEVELOPING CONCEPTS

Role play game using wooden table blocks to teach relative height.

Color Filmstrip and Audiotape-Wooden Table Blocks
Handbook for Teacher Assistants in the Use of
Specific Toys, pp. 24-26-Games I and II

DEVELOPING SENSES AND PERCEPTIONS

Demonstrate use of magnetic board/letters with overlays to teach likeness and differences of shapes.

Booklet III, pp. 4-7

OBSERVATIONS/PLANNING

Continue to relate observations of children to planning for individual interests and life styles.

THIRTY-FIRST WORKSHOP

PLANNING

Begin discussion on plans to review and/or extend Weekly Workshop Topics according to individual needs.

DEVELOPING CONCEPTS/SENSES AND PERCEPTIONS

Evaluate and review the games to teach relative height and likenesses and differences in shapes

THIRTY-SECOND WORKSHOP

PLANNING

Continue discussion on plans to review and/or extend Weekly Workshop Topics and classroom activities.

SPRING

EXTENDING CLASSROOM LEARNING ACTIVITIES

DEVELOPING LANGUAGE

Naming and Describing Objects

Booklet V, pp. 8-11

DEVELOPING CONCEPTS

Opposites

Booklet IV, pp. 9-14

General to Specific

Booklet V, p.19

Location and Outline Shapes

Booklet V, pp. 21-23

What Piece Is Missing?" - Game 2

Booklet V, pp. 23-25

Number, Color, Size, Shape

Booklet V, pp. 30-31

Relative Length, Weight, Volume, Number

Booklet V, pp. 12-15

ADDITIONAL REFERENCES TO WEEKLY WORKSHOP TOPICS

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Cohen, Dorothy, and Stern, Virginia. Observing and Recording the Behavior of Young Children. Teachers College, Columbia University, New York, 1970, Chs. 1 and 2.

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Hymes, James L., Jr. Teaching the Child Under Six. Charles E. Merrill Co., Columbus, 1968, pp. 66-70.

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CONCEPT DEVELOPMENT

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ADULT RELATIONSHIPS-TEACHERS/PARENTS

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Coombs, Athur. Perceiving, Behaving, and Becoming: A New Face for Education. Yearbook of the Association for Supervision and Curriculum Development. National Education Association, Washington, D.C., 1962.

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CLASSROOM ORGANIZATION*

The space, equipment, and materials available to teachers vary widely from classroom to classroom. But regardless of what facilities the teacher has, she should arrange them in a way that creates a responsive learning environment for children. The organization of the classroom is crucial in helping children learn how to learn.

A responsive classroom should be organized into a series of well-defined activity areas with each area containing a limited but changing array of materials. A room with too much open space or too many materials available at one time may make children feel overwhelmed and frustrated.

A clearly organized classroom with materials and furniture arranged in an orderly fashion helps children to focus their attention on the activities the teacher has planned to have available. Daily contact with an uncluttered, simple environment helps children to set their own pace in making their own choices of activities.

A chaotic or cluttered atmosphere, on the other hand, can confuse and distract children. And if the environment is arranged so that it forces the teacher to direct every move of the children, the growth of the children's self-direction and self-control will be discouraged.

This article offers some suggestions about the organization of space, materials and equipment in your classroom. It begins with some ideas about the general arrangement of the room and a description of the various activity areas. Following the descriptions are four attachments with suggestions and information about materials and equipment.

Attachment A: Checklist of Arrangement and Equipment for Each Area, p.105
Attachment B: A Story - Organizing the Classroom for the Beginning of School, p.110
Attachment C: Responsive Program Equipment List, p.114
Attachment D: Sources for Free or Inexpensive Materials, p. 122

You may not be able to assemble all your equipment and materials in the first week or the first month of school. The materials used, and the arrangement of the classroom, will probably change during the year as new learning experiences are introduced. These attachments can be used as guides and suggestions throughout the year as you go through the process of planning, evaluating, and adjusting the organization of your classroom.

General Arrangement of the Classroom

Many classrooms have the shape of large, open rectangles. Such a room is by no means ideal, because it can appear extremely large and overwhelming to small children, especially to those who have crowded homes with few uncluttered spaces. A teacher who has such a rectangular classroom should divide the room into specific activity areas, with low free-standing dividers of child's height and display shelves pulled out from the walls, rather than placing equipment parallel to the walls. The low display shelves can serve the double purpose of displaying materials and games to the children and defining and separating noisy and quiet areas. The smaller the total room space, the more carefully you must select the materials that will be available to the children at any one time. No matter how small the room is, it is necessary to have orderliness with some empty space around objects and areas in the room. When a child turns his attention to a group of puzzles for instance, he should be able to see them in an uncluttered space. It is far better to be able to choose from six puzzles displayed flat and changed frequently than to have twelve puzzles available for weeks at a time and stacked one upon the other.

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*This article was written primarily by Mary Griffin.

The height of the children should be kept in mind when display shelves are arranged. Most children can select their own books and toys if the top shelves are not higher than 3-1/2 feet and enough shelves are provided for ample spacing and flat display of games.

Very often only two adults are available to work in a classroom with fifteen to twenty children. The adults will be able to lead children toward more self-reliance in choosing activities if the arrangement of the classroom and materials has been planned with the thought of avoiding possible discipline problems. For instance, low dividers between areas will enable teachers to see into the areas and have the majority of children in view at all times. If areas are well defined by dividers or shelves and set away from the children's traffic patterns, collisions will be prevented.

The activity areas in a responsive classroom generally consist of areas for manipulative toys, art, blocks, dramatic play, music, reading, and concept formation, along with a place for group activities and individual storage space where the children can hang their coats and keep their posessions. These areas are described in more detail below. While these activity areas are recommended, each teaching team must plan, evaluate and change the room environment according to the needs of the children. Decisions on the room arrangement will depend on the available classroom space, the number of children enrolled, the ratio of adults to children, and the interests and learning styles of the children.

In situations where classroom space is very limited, some activity areas will have to be combined or rotated. For example, if the room does not have sufficient space for separate music and book areas, they could be combined and the teachers might plan that records will not be played at the same time that an adult is reading a book to an interested child (unless earphones are available). If there are a limited number of tables to use for manipulative toys, art work and meals, there will be times during a day when all three activities (art, manipulative toys and meals) will not be available at one time on the tables. When most of the tables are needed for use with meal time, for instance, art choices may be limited to activities that can be done on the floor or with easel painting. If the adult to child ratio is low, art activities could be discontinued at that time and children directed to another activity, with art activities being made available again later in the day.

Activity Areas

CONCEPT FORMATION AREA

Ideally this area should be situated in the traffic pattern of the children so that it will be easily noticed. It should contain a table or shelf at child's eye level with a bulletin board behind for display of materials for children to explore. The materials are focused around a particular idea or concept (such as color, shape, seasons, categories) and the children's manipulations help their understanding of the concepts. The materials are changed frequently, according to teachers' plans for concept development.

BLOCK AREA

This area could be a little alcove (24 to 30 square feet) outside of the major traffic area but open-ended if expansion is needed. This arrangement creates a protected space where the structures the children build won't be accidentally knocked down by children engaged in other activities; it also provides the necessary space for several children to play with the blocks. Blocks of the same shape and length are stored in separate stacks with enough space between the stacks to allow for easy arrangement. The lengths of the blocks, which vary, are exposed rather than the ends, which do not vary. Silhouettes painted or glued on the shelves help the children to find and replace the blocks by themselves.

As the year progresses, different blocks and accessories are added or rotated. If the storage shelves for the blocks are no higher than two feet, small items such as toy trains, cars, planes, boats, animals and figures of people can be displayed on cabinet tops, their places marked by silhouettes.

MANIPULATIVE TOY AREA

The manipulative toy area is an area where children work individually. It can be an area by itself or part of a general area. Open shelving of child height is used to display the manipulative toys. Puzzles are best displayed flat and on sloping shelves so the children can see them all as they select the ones they want to use. When possible, a cabinet above the manipulative toy area is used to store toys and puzzles not currently in use. During the year the number and complexity of toys and puzzles is increased according to children's abilities. One or two child-sized tables should be located near the display shelves for the children's use of the toys.

READING AREA

Where possible, this area is set up away from noisy activities and separated from other areas by dividers or shelves. It should have enough display shelf space to show the covers of approximately 15 to 20 children's books. A small table with chairs or carpeting for seating should be available.

DRAMATIC PLAY AREA

In this area, children use dress-up materials and simple props for dramatic play. At the beginning of the year the area is usually set up with housekeeping equipment to provide a comfortable transition from home to school. Important accessories should be full-length mirrors and telephones. As the children's interests change during the year, the teachers change the materials available--for example, to store or post office or other places visited in the community or on excursions. To make it easy for children to use and put away materials, hooks, shelves and/or drawers should be provided for the boys' and girls' clothes and accessories (such as shoes, hats, belts, jewelry, and purses). The equipment itself, pulled out from the walls, often serves as dividers to separate this area from others.

ART AREA

If possible, the art area should have enough space for two or more children to paint at one time. Regular easels with room for painting on either side are satisfactory; or three or four easels side by side could be provided by sloping a long piece of plywood or masonite out from a wall or room divider. This arrangement provides more work area in less space, and it allows the children to admire and discuss each other's work. Easels should be child height. They will be easy to clean if the trays for the paints are removable.

A drying rack, clothesline or wire, and clothespins should be provided for the hanging of paintings while they dry. A table is important in this area. It should be large enough to accommodate four to six children working with materials such as clay, paper, paste or gadget printing.

The art area should be close to a sink or water supply and away from heavy traffic. Two kinds of storage space in the art area are desirable. In the first, materials such as newsprint, colored construction paper, paints, paste, crayons, child-size scissors, hole punch, felt pens, pencils and scraps could be stored within easy reach of the children. The second storage space, for such things as adult scissors and starch, should be closed and out of reach of the children. Art activities provide feelings of accomplishment and recognition that help enhance positive self-image. A way to reinforce this is to display the child's paintings, but displaying all the children's paintings at once destroys the clarity and attractiveness of the room. Each child can see his work shown many different times when the room has a display space somewhere for four or five 18x24-inch pictures, and the pictures are frequently changed. It is not necessary to display all the children's art work at once.

LISTENING AREA

In the listening area, a variety of equipment is used at different times to provide children opportunities for extending their language and ability to discriminate among sounds. The equipment can include records and phonograph (with earphones when only a few children are listening), tape recorder, and Instructasette or Language Master. A small table with either chairs or a rug is needed when children listen to records, songs and stories on tapes, or use the Instructasette or Language Master cards.

OUTDOOR PLAY AREA

The outdoor play area could include a planting area, a covered sandbox and an open area for creative play with boxes, boards, ropes, blankets, inner tubes and balls. If possible, some part of this area should be sheltered to provide protection to allow the children to spend some time outdoors even during bad weather. Outdoor storage space for equipment is needed with ample space for easy accessibility. The area should be fenced off from the streets and separated from the older children's play area. It should be located as close as possible to the classroom so that indoor materials can be conveniently moved to the outside to make this area an extension of the classroom.

Note: Some of the above information is drawn from Memorandum on Facilities for Early Childhood Education, published by Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022.

ATTACHMENT A:

CHECKLIST OF ARRANGEMENT AND EQUIPMENT FOR ACTIVITY AREAS

The checklist below can be used as you plan, evaluate and change equipment and room arrangement during the year.

READING

ARRANGEMENT

_____Quiet area

_____Well-defined area

_____Books displayed flat, covers showing

_____Some books stored for later use

EQUIPMENT

_____Eye-level display shelves

_____Books at appropriate age level

_____Books relevant to ethnic backgrounds

_____Adequate number of books (minimum 1 per child)

_____Carpeting or chairs for seating

BLOCKS

ARRANGEMENT

_____Well-defined area

_____Area is out of traffic pattern

_____Arranged for expansion

_____Large enough to hold unit block shelves and accessories

EQUIPMENT

_____Variety of blocks, e.g., unit, hollow, table, cardboard

_____Open storage shelves for unit blocks

_____Silhouettes showing varying lengths

EQUIPMENT continued...

_____Accessories, e.g., small wheel toys,or miniature animals or people

ART

ARRANGEMENT

_____Near sink or other water source

_____Away from heavy traffic

_____Nearby table for cutting, pasting, fingerpaint and playdough, etc.

_____Provision for eye-level display of children's art (4-6 at one time) anywhere in room

EQUIPMENT

_____Paint easels

_____Facility for drying

_____Art materials (brushes, paints, paint holders, scissors, paste, colored chalk, large-size paper, etc.)

_____Storage for art materials

_____Aprons or shirts

CONCEPT FORMATION

ARRANGEMENT

_____Easily noticed location

_____Eye-level display

_____Clear objective (concept)

EQUIPMENT

_____Small table or shelf

_____Eye-level wall display

DRAMATIC PLAY

ARRANGEMENT

_____Well-defined area

_____Large enough for a number of children and equipment

EQUIPMENT*

_____Boys' and girls' role-play clothes

_____Hooks, hangers, drawers or cupboards for storage and display

_____Hollow blocks or chairs for seating

_____Accessories:

  __Mirrors

  __Telephones

  __Hatboxes, suitcases

  __Boots, shoes, neckties, jewelry, purses and scarves

  __Dramatic play kits (grocery, post office, doctor, etc.)

LISTENING

ARRANGEMENT

_____Quiet area

_____Well-defined

EQUIPMENT

_____Phonograph

_____Earphones

_____Records - variety of rhythm and familiar ethnic and current music

_____Provision for seating (chairs, rugs)

_____Language Master and cards

_____Tape recorder and tapes

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*See Attachment D, Sources for Free or Inexpensive Materials, p. 122.

EQUIPMENT continued...

_____Table or shelf to hold equipment

_____Storage space for equipment not in use

MANIPULATIVE TOYS

ARRANGEMENT

_____Toys well spaced

_____Puzzles with surfaces showing

_____Eye-level display

EQUIPMENT

_____Tables, chairs for children's use of toys

_____Open child-height display shelves

_____Teacher storage for toys and learning episode materials not in use (labeled for easy accessibility)

OUTDOOR

ARRANGEMENT

_____Separated from older children

_____Fenced or protected area

_____Tables or blankets, etc., provided for use of indoor materials

EQUIPMENT*

_____Outdoor storage facilities

_____Larger wheel toys

_____Boxes, boards

_____Balls, ropes

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*See Attachment C, Responsive Equipment List, p. 114, and Attachment D, Sources for Free or Inexpensive Materials, p. 122.

EQUIPMENT continued...

_____Tires, inner tubes

_____Sandbox and accessories

_____Tubs, accessories for water play

_____Carpentry-type bench and tools

_____Balance beams/Balance boards

_____Shovels, rake, water cans and containers for planting

ATTACHMENT B:

A STORY--ORGANIZING THE CLASSROOM FOR THE BEGINNING OF SCHOOL

The following story illustrates some notions of the pre-planning necessary in organizing a classroom learning environment and teacher responsibilities in working with the children and their parents in a Responsive Program.

A daily schedule offers children a variety of choices which change throughout the day according to their interests and abilities. To anticipate these needed changes, teachers must have all materials well organized and easily accessible.

Team planning and discussions of specific responsibilities in working with children insure that the majority will always be within view of a responsive adult.

To focus on some of the specifics mentioned in the story, teachers might be asked to read it to answer certain questions about how the two teachers planned some of their specific responsibilities and organized various activity areas; for example,

(1) What specific responsibilities do the teachers plan to offer parents so they will feel useful in the classroom?

(2) How did the teachers' discussions with other staff members help establish adult rapport at their center?

(3) What plans did the teachers make in anticipation of possible mid-day restlessness of children?

Organizing the Classroom for the Beginning of School

Marie and her assistant, Lucy, are sitting in their classroom sharing their thoughts about Monday when some of the children will be starting school.

The past weeks have been busy. Both teachers have been attending a Before School Workshop, organizing their classroom, and making home visits. During these visits Lucy and Marie have become better acquainted with the children's home and neighborhood environment. And as they talked to the parents about the Responsive Program and the schedule for each child's staggered entrance date for phase-in, both teachers hoped they had begun to establish a rapport with the parents. Most of the parents have been enthusiastic about visiting school next week to help their child's transition to the new school experience. Just a few children at one time in the room will give teachers the opportunity to get to know the children and to continue becoming acquainted with parents as they talk about the program and the ways in which parents can be a valuable help by participating in the classroom.

During this time together, Marie and Lucy look over their room arrangement, review their time schedule, and discuss the materials and toys they plan to make available for children's free exploration. Looking over their room, the teachers feel that the activity areas have been separated and defined as well as could be expected with the available dividers and display shelves. The three activity tables have been placed away from probable traffic patterns near the door, the bathroom and the open-ended part of the block area. Because of the limited area of their room, Lucy and Marie do not feel there is too much open space that might seem overwhelming to children. But their observations in the coming weeks of class behavior and traffic patterns will give them indications of any needed changes in room arrangements.

For these phase-in days, with a small group of children coming in each day, fewer materials will be available in the activity areas and on the display shelves. Some children may be unfamiliar with the unit blocks and thus hesitant to take them from the shelves; consequently, some unit blocks of various sizes have been placed on the rug to encourage children's free exploration. The teachers will observe the children's spontaneous play in the block area and may decide to add some of the colored table blocks as accessories. Both teachers recall that past groups of children, unfamiliar with unit blocks, became involved first in building with the more familiar colored table blocks and proceeded from that experience to building with unit blocks. Also available for spontaneous play will be a few small wooden trucks and cars. Because of limited space in this area the large hollow blocks will be available for outdoor play along with sand play accessories and some of the larger wheel toys.

In the reading area, the teachers note that the book covers show up well by being placed flat on the display shelves. For these phase-in days about eight simple, large picture books relevant to the children's background have been displayed. In this area, also, one or two of the picture books have been placed on the rug to encourage children's exploration.

At this time of year dramatic play usually centers around housekeeping and family role-playing. In the area some donated men's and women's clothes with accessories are provided. To help children keep materials organized, silhouettes of the utensils have been put on the shelves of the cupboard. Because space is limited, the small round suitcases can serve as storage for doll clothes. A variety of low-heeled shoes and overboots are available. (Both teachers feel that with so little carpeting in their room, high-heeled shoes become too nerve-wracking). One telephone will stay in the dramatic play area, the other will be set on one of the wooden hollow blocks around the corner. Paper clips help to keep the wires attached to the dry cell battery connecting the two telephones.

Staff meetings with the director and Mr. Mack, the custodian, have helped the teachers to understand Mr. Mack's concerns. At the meetings the teachers have explained the kinds of activities that go on in a Responsive Program classroom so that he will understand why paint and crumbs do get on the walls and floor at times. Having Sue, the director, at the meetings has helped her realize the need to rearrange Mr. Mack's work schedule to have ample time to sweep the floor and empty the waste cans each day. Lucy and Marie will take the responsibility of lining the waste cans with plastic bags and have tacked butcher paper on the walls where the clothesline is hung for drying children's paintings. Large cardboard boxes in which large equipment arrived have been cut up and placed under the paint easels to save HIS floors! The legs of the easels have been cut to child height. Empty individual milk cartons have been saved to hold the easel paint cans to prevent them from tipping over. The children's first and last names are posted nearby as a quick reference for both the teachers and parents as they print names on paintings.

The order for new manipulative toys has not yet arrived. But enough toys and materials are available to offer children choices for free exploration experiences. The teachers have laid out a few wooden puzzles on the tables along with pegboards, some colored table building blocks, stringing beads, sized colored plastic bowls and painted cans for stacking. Until the children become accustomed to bringing toys to and from the display shelves, the teachers will observe children's free exploration with toys and change them as they lose interest. The sure-to-be-popular hammer and nail sets will be kept in storage until mid-day when a high interest activity may be needed if teachers observe some children are becoming restless.

Eventually empty ice cream containers will be collected to stack pyramid fashion to serve as individual cubbies. For now, children's sweaters and coats will be hung on hooks. Mr. Mack lowered them to child height and spaced them to provide space for each child's printed name and photograph.

Last year, some parents objected to pin holes made on clothing by large safety pins used with name tags. So this year colored tag board circles have been punched for yarn pieces to loop through to be hung around a child's neck.

Marie and Lucy have discussed the time schedule for meals with Nina, the cook. It is uncertain exactly how many parents and younger siblings will visit for these coming phase-in days, but Nina will prepare enough extra food so all who wish to can eat.

One of Lucy's responsibilities will be to set up the table for a breakfast snack. One of the visiting parents can be asked to help her as a way to become meaningfully involved in the classroom routine. Perhaps the parent will stay in the area after snacks to help Marie as she sets out easel paints, colored paper and crayons. The parent could also help put names on children's papers, referring to the children's name tags or the class list posted nearby. A parent helper who does these things will free Marie to observe children's involvement at the nearby manipulative toy table. Meanwhile, Lucy will situate herself in a place where she can interact with and observe children in the block, listening and reading areas. In this part of the room parents can become involved by being given a choice of looking at books, helping with the record player and earphones, or joining in with children at the block area. By referring to the beginning classroom limits posted in these activity areas, teachers can begin discussions with parents on ways of guiding children's behavior.

To keep interest high, especially around mid-day, colored playdough and accessories will be available for first time at the art table. Children still wanting to do crayon drawing will continue on the floor. Easel painting will be discontinued until another day. Some of the parents may not be able to stay the entire half day. With fewer adults involved with small groups of children, choices of activities may have to be reduced; for example, earphones, records and block accessories may be put away to focus children's attention on dramatic play, books and the manipulative toy area. Children will still have a variety of activities to choose from and Linda will plan to keep all of the children in view while Marie continues to interact with a small group in the other part of the room.

At the end of the session, Marie and Lucy will discuss their observations of the children in their transition from home to the new school experience. After their evaluation time together, they will organize materials for the next day when another five children and parents will arrive.

ATTACHMENT C:

RESPONSIVE PROGRAM EQUIPMENT LIST

The following equipment list is intended to be used as a guide as teachers order and collect materials throughout the year. To indicate priorities in obtaining the equipment, items are listed as "recommended" or "optional." While we feel that these items, especially the "recommended" ones, are important to the program, we also feel that lack of equipment should not prevent the teacher from using the Responsive Program in the classroom. If the teacher encounters delays in funding or other difficulties in obtaining equipment, these problems should not stop her from using the methods of the program with whatever facilities she has.

The list does not include expendable supplies such as starch, paint, brushes, clay and crayons. It also does not include furniture which is assumed to be supplied.

Suggested equipment is for 15 to 20 children.

The equipment list is divided into six categories:

1. Manipulative Toys
2. Block Play
3. Sensory Aids
4. Language Development
5. Dramatic Play
6. Outdoor Equipment

Within each category, items are listed as "recommended" (important to the program) or as "optional" (desirable but not essential).

Next to each item is listed the source from which it can be obtained and in most cases the approximate price. When an item is available only from a specialized supply house, the name of that firm is given. The letters "SSC" mean that an item is available from a school supply company. "Local" means that an item can be purchased locally, in toy, hardware or variety stores.

For more details on local sources of free or inexpensive materials, see Attachment D.

Some materials needed for learning episodes can be made by teachers or parents. The specific materials needed for learning episodes are listed in Learning Activities Booklets I-V of The New Nursery School[1]

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[1] Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School. General Learning Corporation, New York, 1969.

Quantity	Item	Source	Cost*
	MANIPULATIVE TOYS - RECOMMENDED		
2-4 sets	Color Lotto	General Learning Corp.	
2-3	Feely Bags	General Learning Corp.	
2 sets	Sound Cans	General Learning Corp.	
2 sets	Wooden Table Blocks	General Learning Corp.	
1 set	Stacking Squares	General Learning Corp.	
1	Flannel or Felt Board 24 x 36	SSC, or local or Creative Playthings**	
1 set	Cubical Counting Blocks	SSC	$5.50
1 or 2	Numberite	AN103, Creative Playthings or Judy Co.	$3.95
2 sets	Hammer Board and Nails	SSC	
2 sets	Nesting Cups (round and hexagonal)	Local	@$1.50
1 set	Rubber Equilateral Triangles (with circle cut in center)	AT673, Creative Playthings	$3.50
2 sets	Cuisenaire Rods (Box-155 rods)	Cuisenaire Company	
2 sets	Stringing Beads	SSC	
1 set	Colored Table Building Blocks	SSC	$2.00
2 sets	Attribute Blocks and 1 Teachers Manual	McGraw-Hill	$8.50
4-6	Individual Felt Board (with variety of geometric shapes, in all colors and sizes)	Made locally	
1 set	Color Design Cubes	SSC	@$4.00
1	Graded Circles, Squares Triangles	AN100, Creative Playthings	

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*Prices subject to changes

**See list of manufacturers in The New Nursery School, Learning Activities Booklet VI, p. 64.

Quantity	Item	Source	Cost
	MANIPULATIVE TOYS - RECOMMENDED		
4-6	Peg Boards and Colored Pegs	SSC	@$2.50
7-12	Wood Inlay Puzzles (varying degrees of difficulty)	SSC or local	@$2.50-up
2	Sifo Coordination Boards (a color and form board)	SSC	
1-2 sets	Parquetry Blocks	SSC	
2 sets	Color Stacking Disks	SSC or local	
1	Language Lotto	Appleton-Cent.-Crofts	
1	Farm/Zoo Lotto (Ed-U-Cards)	SSC or Creative	
1	Object Lotto (Ed-U-Cards)	SSC or Creative	$1.50
2	Counting Bar (10 beads, 1" or over)	SSC	
1	Number Sorter	AN120, Creative or SS[illegible]	
1 or 2	Magnetic Boards	SSC or local	@$5.00
2 sets	Magnetic Letters (upper and lower case) and Numerals	SSC or local	@$5.00
	MANIPULATIVE TOYS - OPTIONAL		
	Nuts and Bolts (various sizes)	Local	
	Gear Boards	Local	
	Keys and Locks	Local	
	Barrels (plastic for unscrewing)	Local	
	Dry Cell Batteries, Flash Light Bulbs, Electric Wire, Magnets		
1 set	Pattern Play Abstracts (miniature circular rubber puzzle, abstract geometric shapes)	AT 671, Creative	

Quantity	Item	Source	Cost
	MANIPULATIVE TOYS - OPTIONAL		
1	Fractional Squares Board	AJ 112, Creative	
1	Fractional Circles Board	AJ 113, Creative	
1	World Around Us Lotto (Ed-U-Cards)	SSC or Creative	
1 each	Graded Cylinder Sets (with knobs)	AT620-623, Creative	
1	Dis-Kit (Rig-A-Jig)	SSC	
1 set	Plastic Hexagonal Mosiac Tiles	AJ115, Creative	
1	Boxed Sticks for laying (1-5") 6 colors	SSC	
2	Counting Frames (100 units)	SSC or local	
	BLOCK PLAY - RECOMMENDED		
1 school set	Hardwood Unit Blocks (approx. 200)	SSC	
1 set	Hollow Blocks	SSC	
2	Transportation Sets (bus, car, truck and airplane)	AB045, Creative	
2 sets	Ethnic Folk Family (father, mother, brother, sister, baby)	AB78, Creative	$9.00-up
1 set	Farm Animals (rubber or wooden)	AB072, Creative	$8.00-up
	BLOCK PLAY - OPTIONAL		
	Interlocking Freight Trains, Boats	Creative	

Quantity	Item	Source	Cost
	SENSORY AIDS - RECOMMENDED		
	Small Animal Cage, Aquarium, Plants, Jars (for collecting insects)	Local	
1	Full Length Mirror	Local or Creative	
1	Small Hand Mirror	Local or Creative AQ782	
2-4	Ice Cube Trays (clear or white plastic for mixing water and color, movement of water)	Local	
4-6	Plastic Medicine Droppers (same use)	Local	
1-2 sets	Rhythm Instruments	SSC	
2-4 sets	Waterplay Equipment, (meat basters, catsup or mustard dispensers, funnels, pitchers, small and large top containers, plastic dishpans, paint brushes - 2-4 of each)	Local	
2 sets	Color Paddles	AA814, Creative	$1.00
2	Hand Magnifying Glasses	SSC or local	$1.00-up
	SENSORY AIDS - OPTIONAL		
	Wood Kaleidoscope	AJ368, Creative	
	Prism	SSC or local	$1.00
	Auto Harp or Guitar	SSC or local	

Quantity	Item	Source	Cost
	LANGUAGE DEVELOPMENT - RECOMMENDED		
1	Camera (Instamatic or Polaroid)		
1	Record Player (3-speed, high quality)		
1	Listening Post (Earphones)		
2	Telephones	SSC if it is impossible to get phones that work	
1 set	Ethnic Puppet Family	SSC, or local, or Creative	
	LANGUAGE DEVELOPMENT - OPTIONAL		
1	Tape Recorder or Cartridge Tape Recorder and blank tapes	SSC	$40-60.00
1	Instructasette System (or Language Master)	Bio-Dynamics, Inc.*	$88.50
1 set	Blank Instructa Cards	Bio-Dynamics, Inc.	$4.80
1	Character Puppet	SSC or local	
	DRAMATIC PLAY - RECOMMENDED**		
4-6	Girls' - Boys' Clothes, (sizes 8-10) Assorted Purses, Gloves, Scarves, Hats, Aprons, High- or Low-Heeled Shoes, Rubber Overboots, Vests, Denim Jackets, Cowboy Outfits, Assorted Occupational Hats--for band (ask High School) policeman, fireman, mailman, construction worker, cowboy, baseball player, etc.	Local	

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*Bio-Dynamics, Inc., 33 Cambridge Parkway, Cambridge, Massachusetts 02142

**See Attachment D, Sources for Free or Inexpensive Materials, p. 122.

Quantity	Item	Source	Cost
	OUTDOOR EQUIPMENT - RECOMMENDED		
4	Bean Bags	Local or Handmade	
2-4	6" Utility Balls	SSC	
1	2" x 4" Balance Beam 6' or 10' in length (cleats on each end)	SSC or made locally	
	Carpentry-Type Workbench or Table	Local	
	Tack Hammers, Assorted Nails, Screws and Bolts, Saws and Scrap Lumber (soft wood), Pliers and Screwdrivers		
2-4	Walking Boards, 6' by 10' in length, 8" or 12" wide		
2	Balance Boards	Local	
Several	Wooden Boxes for building, and for placing under walking boards (cement blocks, low sawhorses or tractor tires could also be used)	Try office supply, milk company and manufacturers	
	Stuffed Gunny Sacks (hang for punching)		
	Sized Cardboard Boxes	Local	
	Auto and Tractor or Truck Tires and Tubes		
	Wood (for spontaneous building - 1/2" to 3/4" widths)		
	Bedspreads, Tarps, or Sheets (for tents)		
	Variety of Lengths of Rope		
	Lengths of Pipe and Fittings		
	Pipe Wrenches (8" and 6")		

Quantity	Item	Source	Cost
	OUTDOOR EQUIPMENT - OPTIONAL		
1	Rocking Boat	SSC	
1	Portable Ladder	SSC or AP80, AP81 Creative	
1 or 2	Climber	AP84, Creative or local	
2	Teeter-Boards	SSC or local	
	Tools including:		
4	Sm. 6 oz. Claw Hammers		
1	Cross-Cut Saw		
2	"C Clamps"		
2	Phillips Screw Drivers		
1	Crescent Wrench 6"		
1	Hand Brace		
1	Set of Bits		
1	Pliers		
	Softwood		
	Nails		
	Screws (assorted)		
	Nuts and Bolts (assorted)		
1	Tool Box		

ATTACHMENT D:

SOURCES FOR FREE OR INEXPENSIVE MATERIALS*

This list suggests local sources usually available for acquiring free or inexpensive materials for the classroom. Many of these materials, such as those which are found in the home, are already familiar to the children. Not only are these items inexpensive but their familiarity provides the additional advantage of helping to ease the children's transition from the home to school environment.

MILLWORK OR LUMBER COMPANY

Wood "scraps" suitable for the carpentry table or art cabinet are given away by the box load. Sawdust is available as well as fascinating curls of wood created by planing. Leave a marked box and come back for it. Lathed scraps are available for purchase in some places. Button molds (used as wheels sometimes) are available for purchase in 1", 1-1/2", and 2" sizes.

APPLIANCE, GROCERY OR HARDWARE STORES

Boxes, boxes, boxes, and a purpose for every size. Try a box corner for a table easel; a larger size for a puppet theater, a post office, or a store; and, of course, several for dramatic play of any sort desired by the children Many cardboard displays disposed of by stores are suitable for various purposes in the classroom. Cardboard soft drink carriers are excellent for holding paint containers (prevent spilling on the table), and one painted white could be used for Dramatic Play "milkman."

TELEPHONE COMPANY

Empty telephone cable spools are good additions to the outside play area. Small (3 ft. in diameter) ones make doll corner tables. Stop a telephone man and put your name on the waiting list. On occasion, who may part with old instruments. Colorful scrap telephone wire is always available.

SOFT-DRINK COMPANIES

Wooden soft-drink crates are available at a minimal charge. Painted bright colors (children may do this in small numbers using left-over latex paint), they serve as excellent substitutes for the commercial hollow blocks. A set of casters on one will create a durable wagon for hauling blocks or friends. Set the casters in far enough to allow stacking. Wet-strength fibreboard beer cases are excellent.

ICE CREAM STORES

Ask at your favorite restaurant for its empty 3-gallon cardboard ice cream containers to use as individual cubbies for children's possessions (stack in pyramid fashion).

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*Most of this list of sources is based on Beautiful Junk by Jeanne Quill and Dianne Warner, published by the U.S. Office of Economic Opportunity, Washington, D.C., 1965.

GAS STATIONS AND GARAGES

Here you may obtain tires for playground swings, inner tubes to supplement materials at the carpentry table, and bottle caps from the drink machines. You may find a garage willing to cut the steering wheel from a wrecked automobile for the children to use in their play. Old tractor tires make "bouncy" sandboxes.

WALLPAPER STORES

Wallpaper books of discontinued patterns are usually available on the first-come, first-served basis. Use textured sheets for easel painting. Those with fabric samples are especially nice. Precut samples make excellent puppet skirts.

CARPET SHOPS

Many carpet shops have samples of discontinued rug patterns available for 10¢ a piece. Larger samples cost more but can be used as rest mats. Here, too, you will find the soft foam underpadding pieces.

TILE STORES

Tile stores frequently have broken patterns of mosaic tile available for a minimal charge. Children enjoy matching, counting and creating with these colorful squares. You can supplement by making parquetry boards on cardboard.

BOAT RENTALS OR MARINAS

At the beginning or the end of the season, many rowboats or sailboats no longer "seaworthy" are destroyed. If you can find a truck and some help, they are yours.

MOVING COMPANIES

Overseas moving companies will sometimes give you a large, amazingly well-built packing crate for the cost of transportation. They make excellent play houses. A fibreboard drum, also used by packing companies, can be made into a space ship.

PRINT SHOPS

Print shops have assorted sizes of "scrap" paper. Try leaving a box under the counter of your favorite print shop, and empty it every two weeks or so. Colored cardboard tickets, letter sheets and all sorts of paper can be used for collages.

BUILDERS AND ROAD CONSTRUCTION

New construction offers at least the possibility of obtaining an unused sewer pipe for the playground.

FABRIC SHOPS OR DEPARTMENTS

Stores that carry material dispose of the inner cardboard form which makes an excellent plaque for children's art work. You may also find ribbon scraps to add to your art materials and fabric remnants if you don't get enough from sewing mothers.

HOME

Old clothes from home make good dress-up clothes: frilly nylon blouses, ties, shoes (men's and women's), hats, costume jewelry. Maternity tops are ideal, since they need no hemming. Old petticoats make lovely skirts. A bridal veil can be made by attaching old curtains to a hat. Scarves or dyed cheesecloth can be used for dancing as butterflies, wind, or kites.

Other useful items from home include: empty food containers for store or building; paper towel rolls; empty detergent bottles; Clorox bottles; cookie sheets for easy-to-clean finger painting; buttons; spools for bubble blowing; flashlight; yarn; scraps of material; empty egg cartons; aluminum pie plates; cans and baby food jars for easel paints; magazines for cutting and pasting; empty shoe-polish bottles to refill with paint; cracker crumb containers for sprinkling sand over glue patterns.

INEXPENSIVE MATERIALS TO COLLECT FOR DRAMATIC PLAY KITS*

TEA PARTY:	Set of cups, saucers, etc., with extra pitchers, paper napkins, small (2 oz.) cereal boxes.
COOKING:	Pots, pans, muffin tins, egg beaters, spoons, small individual pitchers (for water with food coloring) and small bowls or cups for each child to have his own flour, salt shakers, medicine bottles with droppers with colored water in them.
DOCTOR:	Medicine bottles, adhesive tape (cut into 1-inch lengths and stuck on individual empty band-aid cans). Cotton balls and plastic hypo needles (without metal tip) obtainable from druggist. (Ask local M.D. for used stethoscope.)
WASHING TINY BABIES:	Large piece of toweling to cover table, several tiny plastic (2-inch) babies, several sets of doll-size bathroom furniture, several individual plastic pitchers with soapy water, small pieces of toweling for each set, cotton balls, small individual talcum cans.
SUPERMARKET:	Cash register, play money, paper pads and pencils (or crayon), punchers, paper sacks, empty food cartons, wax fruit.

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*Kits are packed in large, labeled cardboard boxes

BEAUTY PARLOR:	Plastic brushes and combs (put in soapy water to soak after play), plastic flowers, berets, face powder and cotton balls, scarfs, toy electric shaver (we do not use clear nail polish any longer because of the need to supervise this).
WASHING CLOTHES:	Large plastic basin, clothesline and clothespins, doll clothes.
POST OFFICE:	Large index cards, stamp pads, stampers, crayons or pencils, stamps (usually parents donate stamps after Christmas--some come in the mail).
BIG DOLLS:	Grown-up dolls with special clothes.
SHOE-SHINE KIT:	Several cans of clear (neutral) polish with sponges and several buffers (white and colored polish...can be used with supervision).
CLEANING SET:	Several brooms, mops, cake of Bon Ami for windows, sponges and toweling.
RAINY DAY KIT:	Cakes of soap with plastic knives, large sheet of toweling for table, several coffee cans and flexee straws (children use knives to flake soap which they put in coffee cans). Water is added and children are given straws to blow bubbles they make. Several cans of tinker toys, several boxes of matchstick blocks and matchstick cars and trucks, stereoscope and slides, pressure-sensitive tape (to mend torn books), and sandpaper (to sand blocks), etc.

OUTDOOR USEFUL WORK KITS*

MECHANIC:	Tire pump, pliers, oil cans, sponges and bucket; short length of hose and cylinder (for gas pump).
PAINTER:	5 painters' caps, 5 coffee cans, 5 wide paint brushes (all these can be donated).
FIREMAN:	5 fireman hats, length of hose, small ladder.
COWBOY:	5 cowboy hats, ropes (clothesline, about 3 feet), gloves, blankets (small, to go on sawhorses), Zorro capes, 1 or 2 large blankets (for covering hide-out). Ropes should not be used unless close supervision is available. Flashlights are fun when they use the blanket over the hide-out.

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*Based on a list published by the Department of Social Welfare, State of California.

BOATMAN OR FISHERMAN: 5 skipper hats, bamboo lengths (about 3 feet) with string and magnet at the end. A basin with small metal objects like paper clips can be the fish.

INDIAN: Indian headdress (leather band with a feather attached), drums, ankle bells, tent (or blanket).

CEMENT WORKER: Cement trowels of various shapes and surfaces. Shovels and wheelbarrows.

ENGINEER: Engineer hats, tickets (paper pads), punches, bells.

GARDENER: Seeds, shovels, rakes, trowels.

Five is a sample number. The number required will depend on individual classroom needs.

A few variations to stimulate use of basic materials in Art Area:

PAINTING: Mix pastel shades - use colored construction paper - use only black paper - get a huge cardboard carton for group painting - a dead branch of a tree planted in the sandbox - cut shapes of newsprint differently (round, oval, triangular, long and narrow); styrofoam or wood are interesting variations of newsprint; also blouse and hosiery boxes.

CLAY: Put out gadgets for imprint textures - use dough, asbestos and starch mixture, sawdust and flour mixture for variation instead of clay.

WOOD WORKING: Bright ribbons, colored paper, pipe cleaners or other new variations for hammering material. Get large wooden box and let children build onto it.

PLANNING CLASSROOM ACTIVITIES

A KEY TO BETTER LEARNING OPPORTUNITIES FOR CHILDREN*

In our program, the goal of responding to the needs and interests of young children poses some real questions for the teacher and her assistants. Some teachers wonder whether following the procedures of responding to children---allowing them to choose their own activities and work at their own rate---will make it difficult to make sure that the children learn specific skills and concepts. Teachers ask, "If the child chooses his own activities, won't he miss some important learning experiences?" "How do you know that children are learning the skills and concepts we want them to learn?"

These questions can be answered. First, the child is choosing his own activities within a structured environment. Freedom without structure is chaos, and it is difficult to learn in chaotic surroundings. The teacher can and should structure the classroom environment by deciding which activities should be available for the child to choose, and then putting some objects away and displaying others. She should always allow the child to explore freely, but by making the right activities available, she can guide him to specific learning experiences. For example, if she feels that some children are ready to learn about circles, triangles, squares, she can bring out toys that involve those shapes. If the teacher doesn't want the children to spend all of their time in the playhouse or block area, she can store the playhouse or blocks for a while.

In deciding which activities should be available, the teacher should always have specific learning objectives in mind. She should know exactly why a particular activity or particular game or toy is in her classroom. To say that something is fun or enjoyable for young children is not enough. To have a vague notion of how something might be used to encourage a healthy self-concept or the intellectual development of a child is not enough. The teacher must observe the child, decide which skills and concepts he is ready to learn, and then select the appropriate games and activities to offer him.

This leads to the basic point of this paper. If a teacher wants relevant learning experiences in a responsive classroom, she must plan for them. It is important, however, to recognize the fact that beginning teachers may not be able to plan as thoroughly as the more experienced teacher. (The chart in Attachment A suggests a scale of different levels of skill planning.) This paper suggests some ways to the teacher to go about planning in her classroom.

Planning starts with the general objectives of the program. Some general objectives that contribute to the goal of problem-solving are:

1) to help a child develop a healthy self-concept
2) to help a child develop his intellectual ability by:
    a. extending and reinforcing his senses and perceptual awareness
    b. extending and reinforcing his language ability
    c. developing concept formation ability

The next step in planning is to refine the general objectives into more specific objectives until it is possible to identify specific activities that will help the child achieve the objectives. The two charts in Attachment B show some examples of the progression from general objectives to specific classroom activities. The second chart can be used as a beginning planning form. It shows how the teacher can choose one or two general objectives each week and then select specific activities that fulfill those objectives.

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*This article was written primarily by Glen Nimnicht, with contributions from Francione Lewis, Betty H. Tuck, and Mary Griffin.

The first chart starts with the example of the objective of extending and reinforcing the senses. The next refinement is the specific objectives of developing the senses of touch, hearing, sight, taste and smell. We do not need to go farther in the refinement, because now we can specify activities in the next column that will achieve some aspect of the objective. In developing the sense of touch, for instance, the child can identify objects in a sack or box by feeling them. He can work a puzzle based upon geometric shapes while he is blindfolded. He can feel hot and cold water, rough sandpaper, a smooth board, a wet and dry cloth and various textures of cloth.

Refining the general objective of concept formation takes more steps than refining the other general objectives. We break concepts down into two kinds--relational concepts which express relationships such as over, under, or size and shape, and concepts that are categories used to classify things. Each kind of concept needs to be broken down further. One relational concept, for instance, is shape. The next step is to list specific shapes, such as circle, square, and triangle. The last step is to state activities and games that will help the child learn these shapes.

The spontaneous play of the children during free exploration time provides many opportunities for the teacher to introduce the specific activities related to learning objectives. For examples, the teacher might look around the room and note: Max, Robert and George are laying out blocks. This would be a good opportunity for those boys to learn the concepts of "longer and shorter." Maria and Robert are painting and both need some help in identifying colors. Ideally the teacher and her assistant would be so familiar with all the specific things they are trying to accomplish and with what each child knows or can do, that they would be aware of all the learning possibilities that occur as each child moves freely from one area of a room to another. It takes quite a while to arrive at this degree of experience.

One way to obtain the necessary experience and to take advantage of learning possibilities that occur as the children explore their environment is to start by stating a limited number of objectives for each week. For example, during the beginning of the semester, the teacher might decide that she and her assistants will set aside a week to:

1) determine the number of colors each child can recognize and name, and plan activities to help the children who don't know eight colors to learn to recognize and name them;
2) determine if each child can recognize and name a circle, square, rectangle, and triangle and plan activities to help the children who cannot recognize and name the shapes to do so;
3) determine if each child understands and can use the terms longer-shorter, longest-shortest and plan activities to help the children understand the concepts.

To accomplish these objectives, the teacher can plan in two ways. The first is to study each area of the room and determine how it might be used to accomplish one or more of the objectives. The teacher decides what kinds of activities will be available in the art area, what manipulative toys and games will be available, what books will be displayed, so that regardless of the choices a child makes during that week, situations will probably occur for the teacher and assistants to check his competence on the objectives and help him learn the skill or concept involved. In other words, the teacher is deliberately planning for learning situations that grow out of the spontaneous play of the children. The chart in Attachment C gives an example of the way a teacher might plan activities in each area for a given day.

The second approach to planning is to state a specific objective and then design a learning episode to accomplish that objective. A learning episode is an activity that uses a particular game or piece of equipment in a way that is designed to achieve a specific objective. The plan for the episode usually consists of a brief statement that includes the objective, procedures to follow, and often the exact wording to be used by the teacher. A learning episode is different from a spontaneous learning situation in that the teacher or assistant is not waiting for spontaneous activities of the children that she can use. Instead, she has deliberately planned a game or planned to use specific toys or materials in a way that will accomplish an objective. The learning episode still remains a responsive activity, because it must compete with all other activities in the room for the child's attention. The child is free to play and he can stop playing any time he chooses.

A learning episode is usually planned for use with one or two children or a small group of children. Learning episodes serve several useful purposes.

For an inexperienced teacher or assistant, using learning episodes is a good way to practice helping children learn a specific skill or concept and to become familiar with it themselves in the process. The plan for the learning episode is written, it provides some structure, and it emphasizes the language to be used. Thus the teacher or assistant can practice using it by role-playing with another adult or with one or two children outside of the classroom. And the procedures and guide to language help beginning teachers by reassuring them that they are right in what they are doing. Experience with learning episodes helps prepare the teacher or assistant to take advantage of spontaneous learning situations that will occur in the future.

For more experienced teachers, the learning episodes provide a way to test a new procedure or idea to see if it will accomplish the intended objective. A learning episode is a way of introducing something new in the room. By first using a new game or toy with a learning episode, the teacher can demonstrate its use to the children so that they can later play with it independently and continue to learn from it without the teacher or assistant being involved.

Since the learning episodes are planned to accomplish specific objectives, they are useful in rounding out the program by providing additional experience to accomplish a specific objective or provide an experience that is not likely to occur through a spontaneous learning situation. Or they can be used to determine whether a child has a specific skill, knows a specific concept, or can solve certain kinds of problems.

To go back to the example of a certain week mentioned above, here is the way the two approaches can be used to plan for it. (The teacher may want to use both approaches.)

The objectives for the week are:

1) determine the number of colors each child can recognize and name, and help the children who don't know eight colors to learn to recognize and name them;
2) determine if each child can recognize and name a circle, square, rectangle, and triangle and help the children who cannot recognize and name the shapes to do so;
3) determine if each child understands and can use the terms longer-shorter, longest-shortest.

The first approach is to study each area of the room and determine how it might be used to achieve one or more objectives.

(1) Art area--different methods of painting will be available all week with eight colors available at least part of the time. The paper the child will paint on is cut in circles, squares, and triangles and the child can choose the shape he wants to use. Ask each child who comes to paint what shape of paper he wants. If he names the shape, note on a checklist that he knows that shape; if he points, give him that shape and say, "All right, the shape of the paper is a rectangle." Don't ask him to say it, but note that he can't. At least one day during the week, the children might form designs by dropping paint on the paper and folding the paper to form a design. Round and square paper might be used so that when it is folded, it forms a half-circle, a rectangle, or a triangle.

(2) Block area--learning situations should occur to check understanding of shapes and longest-shortest or longer-shorter.

(3) Concept formation area--the bulletin board should have a display of different shapes or colors to see if a child can point to a circle, or to red. The shelf below the display could have small objects of different shapes and the round insert puzzle of geometric shapes, or it could emphasize different colors of objects. Later in the year, shapes and color can be combined so that the child can point to a red circle or a green triangle.

(4) Outdoors--draw a circle, triangle, square, and rectangle, and have the children stand in the different shapes or hop or jump from one to the other.

(5) Manipulative toys-- the peg boards should be out for sorting and matching. Cuisenaire rods should be out for color and length. The felt board with shapes and colors should be out for free play.

What else should be displayed? Walk through the room and study each area with the objective in mind.

The second approach is planning and using a learning episode.

An example of a learning episode is mixing colors. Children may begin by freely exploring the colors, mixing the choices available in any way they wish. Days, or weeks later, they may progress to similar but more challenging activities that will deepen their understanding of color. In addition, the teacher's use of language during the episode helps the child to begin to use the appropriate language to describe what he sees and does. Attachment D ("Learning Episode-- Color Mixing") provides a complete description of this learning episode and recommends stages for introducing and extending the idea of mixing colors.

None of this discussion is intended to suggest that the teacher should limit the activities in the room during any one week to the two or three specific suggestions given. The intent is to suggest that the teacher and assistants focus on a few objectives to train themselves to see and use many learning situations that occur in small groups or individual activities and to evaluate the achievement of the children. In fact, the activities for one week can be extended into the next week and the teachers and assistants should continue to utilize the learning situations that come up to achieve the objectives of the previous week even though their focus has shifted to a new set of objectives.

On the charts in Attachment B, we have intentionally avoided listing more objectives and activities. The point was to provide examples of how individual learning activities can be developed by naming a general objective and dividing it into sub-categories until the teacher can describe a learning activity that would help achieve that objective. The reverse process can also be used, starting with the learning activity and proceeding in the opposite direction to determine what objective that activity is related to.

We do not provide more specific examples of objectives because we do not want to emphasize particular content. The important thing is not so much what the child is learning but the process that is involved in helping the child learn it. The planning focuses the teacher's, assistant's, and volunteer's attention upon certain objectives which help them become more effective in helping the child learn how to learn. The specific objective (color or shape or form) is not as important as the process that is involved in determining the objective and helping the child achieve it.

In planning, the teacher should also consider the way learning takes place, as discussed in more detail in other papers. The teacher (or assistant or volunteer) should review the learning activity to see if it is arranged so that the child is likely to make the discovery himself and/or it provides immediate feedback by being self-correcting or by the adult giving feedback. Not every learning episode can involve discovery learning but the majority should.

There is another form of planning that is important--the scheduling of the day, moving from one activity to another, pacing activities so there is a time for noisy activities and a time for more quiet and restful activities and time to relax.

In planning, do not try to account for every minute of the child's time. If the teacher could plan so that some adult could spend ten to twenty minutes on some productive activity with a child each day, the teacher would be doing an outstanding job. Don't worry if some children are not actively involved all the time and remember that children do learn on their own or from each other without the teacher's help.

Many teachers find it helpful to use a form for writing down their objectives and activities when they plan. The charts in Attachments B and C are examples of forms which have been used by teachers participating in the program. Teachers should feel free to modify these or develop their own forms, of course. They may also want to begin the year with a very simple form and gradually progress to a more complicated one that asks them to list specific activities for each area and period of time in the classroom.

ATTACHMENT A: PLANNING CONTINUUM

The following continuum suggests a scale for self-evaluation on planning. Teachers will vary in their skill in planning, but by the end of one year of training, teachers should be at stages 4, 5, or 6.

STAGE

1	2	3	4	5	6
No time schedule, lesson plans, or preparation of materials.	Time schedule and some preparation of materials before the children enter the room. Teacher makes all the decisions; expects teacher assistant and volunteers to carry out her plans	Items listed in 2 plus: Weekly plan stating general objective or objectives for that week. (Example: general objective--develop healthy self-concept.) No specific activities or individualized teaching.	Items listed in 2 and 3 plus: List of specific daily objectives and activities. (Examples: Specific objective--child hears and sees his own name. Specific activities-- 1. Sing songs that use children's names. 2. Children wear name tags. 3. Children's names printed on projects.) Also, teacher still directs assistant and volunteers, but is beginning to ask for and receive information from children and the assistant and volunteers.	Items listed in 2 3, and 4 plus: Consideration of levels of difficulty in the specific daily activities, and activities that are relevant to the children's cultural background. (Example: piñata at birthdays in the Spanish-speaking community). Also, teacher assistant and adult volunteers have clear roles. Teacher uses input from assistant and volunteers.	Items listed in 2, 3, 4, and 5 plus: Teacher and assistant individualize instruction by 1) considering the degree of difficulty of each activity and 2) matching the level of the activity to each child. Teacher and assistant create their own learning episodes. They make definite commitments as to which group time, learning episodes, etc. each will be responsible for. Staff works as a team to do the planning.

ATTACHMENT B_1: REFINING OBJECTIVES INTO ACTIVITIES

This chart illustrates the way a teacher can take general objectives and break them down until she arrives at specific activities to use in the classroom. The activities listed are not the only ones that will achieve the objectives, of course; they are only a few examples. The teacher can use the form of this chart to list other objectives and activities. (The form will be easier to use if it is enlarged.)

GENERAL →	SPECIFIC →	LEARNING ACTIVITY	
Development of Senses and Perceptual Awareness	Touch	Child feels hot and cold water, rough sand paper, wet and dry cloth, and other textures. Texture matching game--child completes puzzles by feel while blindfolded. Feely Bag game	
	Hearing	Sound Cans	
	Sight	Color Lotto Matching letters	
	Taste and Smell	Identifying fruit juice by taste. Identifying substances by smell.	
Language Development	Vocabulary	Nouns	1. Labeling -"blocks", "books", "coats" 2. Using real objects - apple and other fruits on concept table. 3. Conversation at snack time 4. Language lotto 5. Flannel Board stories 6. "Leo the Lion" - teacher uses puppet to ask children to bring specific objects-find a blue book, a yellow pencil, etc.
		Verbs	1. 3, 4, 5 and 6 above (enrich sentences with action words). 2. Associating actions with words (when the child is playing). 3. Associating photographs of actions with words. 4. Using action songs.

NOTE: This section on language continues with syntax and transformations.

GENERAL	SPECIFIC			LEARNING ACTIVITIES
Development of Concept Formation Ability	Relational concepts	position	over, under beside in front of behind between	Use play dough balls or attribute blocks.
		size	longer-shorter longest-shortest larger-smaller largest-smallest	Use table blocks or unit blocks or lumber at the workbench.
		numbers	one-to-one	Use pegboard or Numberite game or crackers at snack, etc.
			counting	Setting out cups and utensils for lunch, seeing how many boys are here in the morning.

NOTE: This section continues with other relational concepts.

	Concepts of categories	people	aunts, uncles children family adults men, women	Collect pictures of families. Make a chart of the "people" for each family.
		food	fruits	Have real fruit, pictures of fruit and plastic fruit for comparison.
			vegetables	Use in snacks and cooking and relate to other concepts of taste, smell and texture.

NOTE: This section continues with other categories.

Development of Healthy Self-Concept	Reinforce the child's image of himself	1. Sing songs that use children's names. 2. Use name tags regularly. 3. Print name on child's projects. 4. Speak the child's name when you greet him and look at him when you talk to him.
	Reinforce cultures and values of different groups	1. Know the heroes of the families and the community. 2. Know the holidays and their importance. 3. Know about food customs, rituals, styles, music, dance, churches, etc

ATTACHMENT B_2: REFINING OBJECTIVES--A BEGINNING PLANNING FORM

The following chart illustrates one approach a teacher might use in planning weekly objectives and activities at the beginning of the year. The teacher can take one or two general objectives for each week, refine them into specific behavior objectives, and then arrive at specific learning activities for that week.

The form of this chart can be used as a model for a planning chart when the teacher plans the objectives and activities for her own classroom. (It should be noted, however, that the objectives and activities listed, as well as the form of the chart, are only examples. Teachers should plan for the needs of their individual classrooms.) Later in the year, the teacher may want to use a more detailed planning form that lists specific activities for each day.

WEEK	GENERAL OBJECTIVE	SPECIFIC BEHAVIOR OBJECTIVES	CLASSROOM ACTIVITIES
1st	Develops senses and perceptual acuity (develops sense of touch) Language development (vocabulary)	Child feels hot and cold water, rough sandpaper, wet and dry cloth, and other textures. Child hears words describing what he feels.	Texture learning episode Make jello Sandpaper, rough wood Wash doll clothes and aprons
2nd	Develops ability to solve physical problems Continues to develop senses and perceptions (touch)	Child completes puzzles with few pieces. Child completes puzzles by feel.	Puzzles (3 or 4 pieces) Blindfolded activity Feely Bag game

ATTACHMENT C: WEEKLY LESSON PLAN

This chart illustrates one approach a teacher might use in planning objectives and activities for a given day. It starts with two general objectives, which are refined into very specific behavior objectives. Then, for each area of the classroom or period of time, it lists specific activities which will fulfill the objectives on that day. The form of this chart can be used as a model for the teacher's own planning charts.

WEEKLY LESSON PLAN DATE: ________

GENERAL OBJECTIVES:	SPECIFIC OBJECTIVES:
EXAMPLE: Develop senses and perceptual acuity (touch); Develop language ability	Child feels hot, cold, rough, smooth, wet and dry. Child hears words describing these feelings.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LEARNING EPISODES	Matching textures (Booklet 1, p. 20)*				
FREE EXPLORATION	Manipulative toy table - Puzzles with few pieces				
CONCEPT FORMATION	Display------------				
BULLETIN BOARD	Rough/smooth objects, pebbles, rocks, etc. Fabrics and objects with rough/smooth textures.				
GROUP TIME	Introduce touching words and Feely Bag game				
DRAMATIC PLAY	Wash doll clothes				

*Nimnicht, McAfee & Meier, The New Nursery School, Learning Activities Booklet 1. General Learning Corporation, New York, 1969

WEEKLY LESSON PLAN DATE:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BOOKS	"How Things feel"				
MUSIC	"Water That's Hot"				
BLOCKS	Smooth blocks, sand paper, rough wood, long and short				
OUTDOOR	Sandpaper, wood, games in drawn circles, squares, rectangles, triangles				
ART	Pasting geometric shapes of varying textures				
MANIPULATIVE TOYS	Attribute blocks (long-short), puzzles				
EVALUATION	Children's ability to recognize and name geometric shapes				

ATTACHMENT D:

Learning Episode: Color mixing

A. General Objectives - Developing concept of color; language development; sensory and perceptual acuity.

B. Purpose - To show children how to mix colors. To provide an opportunity to discuss colors. To allow children to discover that red and blue make purple; blue and yellow make green; yellow and red make orange. To provide experiences for children to see how colors become lighter and darker. By the second week of school, let the children begin to mix their own paint. Many children need opportunities for messy play and for experimentation. Mixing their own colors is one way to provide for this.

C. Specific Objectives - (The specific objectives are listed according to anticipated degree of difficulty. It is expected that the teacher will introduce the experiences (1) on different days and (2) as individual children are ready for more advanced problems.)

Objective #1 - child mixes two colors (choice of yellow, red, blue, black, and white).
Objective #2 - the child mixes more than two colors.
Objective #3 - the child mixes paint to match items in the room - or skin color.
Objective #4 - the child mixes paint to produce the color the teacher requests (from a limited choice of paints to a wide range of paint choices).

D. Materials needed include:
1) tempera colors mixed with bentonite or liquid starch
2) a mixing plate or pad (for each child)
3) a brush (for each child)
4) a small item for dipping out small amounts of color, i.e., popsicle sticks, tongue depressor, straw, etc.
5) paper

E. Recommended set up -
1) Table
2) Sink or basin nearby for clean-up
3) Three or four children, maximum
4) A teacher aid or volunteer may be helpful to assist during this activity.
5) Water for cleaning brushes nearby.

F. Implementing the activity -
1) Initially, during the implementation of the first and second objectives, the teacher should encourage the child to explore the paint freely without a lot of input from her. She should observe the activity and watch for children's interest and involvement. While observing, she should listen for statements of color terms and feelings about color.

2) As the activity progresses, the teacher should introduce color names into the activity using a discovery learning process. For example, the teacher says, "Tommy is mixing a light orange. Is David mixing a dark or a light orange?" Or "Sally is mixing green. Who is mixing green the same color as Sally's?"

3) After several experiences with the previous activities, the teacher may challenge those who seem ready to mix paint to match items or mix paint to produce colors named (but not seen). It is important that the teacher practices mixing the colors which match the items she selected because sometimes it is difficult to mix paint to match some colors.

4) If children appear to have difficulty matching or producing a color, it is important for the teacher to assist the child by encouraging different decisions. For example, she could ask, "Do you need a lighter or darker color?" "Do you think it needs more blue or yellow?" "What will black do to the color, make it lighter or darker?"

INDIVIDUALIZING INSTRUCTION IN A RESPONSIVE PROGRAM*

Individualizing instruction involves providing learning experiences to meet the needs and interests of each child as an individual. It is important to realize that individualized instruction is a matter of degree rather than an all-or-none endeavor. Traditionally, teachers have individualized instruction to some extent and for some children more than for others. After the days of the one-room schoolhouse where children of varying ages were grouped together, some progress in individualizing was made when children were grouped separately by similar ages. The assumption was that all six-year-olds, for example, had basic similarities in their physical, social, emotional, and intellectual development, because they were the same age. Treating all children of one age group as equals and presenting them the same basic curriculum was thought to be a step toward meeting their needs. It was found, though, that even within a group of children with a common age range, more individualizing of instruction was needed in order to respond to the range of their varying stages of development.

Ability grouping (such as three reading groups of varying levels) of children within the same age level was considered a further advance toward indivualizing. When children of similar ages and abilities were grouped together teachers were said to be individualizing instruction because children were thought to have basic similarities in other areas. Traditional age and ability groupings do not, however, take into consideration the many differences in each child's development and personality that make him a unique individual.

Ideally, teachers should identify, respond to, and reinforce the differences in each child. Within one classroom, a range of different kinds of experiences should be offered which may or may not match the interests of an individual child but which provide a range of choices. Some choices should match his interests while others offer alternatives enabling him to discover new interests and activities.

The learning environment in a Responsive Program must be individualized for each child. The following conditions should exist in an individualized responsive environment:

1) Responsive interpersonal relationships between the teacher and each child should be established.

2) The emotional reactions and the intellectual abilities of each child should be recognized and responded to.

3) Teachers should be committed to being sensitive to each child's needs and demands for honesty and fairness.

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*This article was written primarily by Francione Lewis and Mary Griffin, with contributions from Barry Barnes and Ralph Baker.

4) Each child should be considered a unique individual having certain perceptions, values, ideas, and needing learning experiences that foster individuality.

To provide experiences that foster the individuality of each child, teachers need to consider the elements of each child's being which make him unique from all others. A child's growth in the areas of social, emotional and physical development occurs at varying rates or stages. Teachers may observe these varying rates, for instance, in the child who is physically well developed but not as mature in his self-control or peer relationships. Each child perceives or thinks of himself in a certain way, and the adults in his life also perceive him in certain way. Often in the past, teachers "received" or were more accepting of those children whose values and interests reflected their own. For instance, the child in school who had an avid interest in insects may have had to stifle that interest because the teacher had no interest in insects, did not encourage the presence of live insects in the classroom, and did not "receive" or accept an interest of his because it was different from her own interests.

Other variables to be considered as teachers plan activities to foster a child's unique individuality are his culture, life styles, home and neighborhood environment, and the kinds of experiences that are relevant to him and therefore likely to motivate his involvement.

Teachers must realize that basic human needs must be met before experiences can be seen as relevant. If the basic needs of food, shelter, clothing and if feelings of safety, security, and belonging are not being met, experiences normally relevant to a child may not motivate him. If a child is coming to school hungry, for instance, learning experiences normally relevant to his particular interests are unlikely to motivate him until the teacher can make arrangements to provide a larger snack or otherwise at least partly take care of his basic nutritional needs.

The responsive classroom should be one in which the children are intrigued with and involved in the activities in the classroom learning environment. This type of involvement can be observed. Children who have high interest in classroom experiences can be seen to (1) make relevant responses during the activity (For instance, while pounding clay dough, the child may say "I'm making a biscuit."), (2) use body language which indicates involvement, such as leaning toward the activity, (3) disregard distractions near them and (4) make facial expressions that display concern, interest, anxiety and pleasure as they frown, smile, or laugh.

For this degree of involvement to take place, the responsive teacher must pose appropriate problems. Appropriate problems are those which provide challenges, whet the child's curiosity and don't frustrate him. They are relevant because they pose problems to which he wants to find answers. To provide relevant problems, the teacher must individualize classroom experiences to meet the varying needs of each child in the program. However, it is not expected that the teacher will be able to individualize for each child every day.

meaningful individualizing can take place if the teacher begins by considering the differences that make each child a unique individual. Although the variables that make a child unique are interrelated, this article describes separately four of the variables in order to help teachers individualize instruction. The four variables discussed are the child's

1) life style, ethnic group, culture, and environment
2) learning styles (preferred sense modes)
3) process of developing concepts and mental images
4) levels of ability for activities.

Some classroom procedures are suggested for the teacher to try as she begins to look at each child as a unique individual with an array of abilities to be tapped. In addition, Attachment A (p.156) provides guides for the teacher training workshop on individualizing instruction.

1. Considering the Child's Life Style, Ethnic Group, Culture, and Environment

Two notions emerge when we consider the need to identify the child's life style, culture and environment and incorporate them into his daily learning experiences.

First, the classroom experience should encourage the child to feel good about himself and his neighborhood and family environment. Accordingly, the teacher must seek ways to reduce the traditional conflict between the way the child sees himself, his family and his environs reflected in the responses of important people in his home and community (his private image) and the way the child sees himself, his family and his environs perceived by the school and the larger community (his public image.)[1] This conflict can be reduced by fostering an "in-group orientation."[2] If the child is to feel an in-group orientation, experiences in the classroom must reflect and reinforce the child's private image.

One cause of possible conflict between a child's private image and his public image is the fact that there are often direct conflicts between the life-style features the teacher values according to her frame of reference and the life-style features the children and parents value according to their frame of reference.[3]

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1. "Responding to Black Children," Section III-D, p. 166.

2. Durrett, Mary Ellen, and Davy, Achsah J., "Racial Awareness in Young Mexican American, Negro and Anglo Children", Young Children, NAEYC, Oct. 1970, pp.16-24. These authors found that Negro children are basically "out-group oriented" and white children are "in-group oriented". The authors state that parents and teachers should make a conscious effort to reinforce positive own-race acceptance. They should be careful not to communicate derogatory attitudes verbally or nonverbally.

3. See "Culturally Different Children and Responsive Classrooms," p. 202.

The list in Figure I below gives a few examples of some direct conflicts that fifteen different teachers found when they compared their values and behaviors to those of the parents of various children in their classrooms (This chart was condensed from a large number of different charts. It does not reflect the entire chart for any one child or family).

Figure I: Life-Style Features

	TEACHERS	CHILDREN OR FAMILIES
HEROES	Dwight D. Eisenhower	Cesar Chavez
RITUALS	Attends Presbyterian Church every Sunday	Attends Church of God three times a week.
FEARS	Heights	Ghosts and spirits
USE OF SPACE	Symmetrical arrangements	Needs more room in which to function
RHETORIC	Listen carefully!	Right on! What it is!
VALUES	Books and materials	Respect for authority
VACATION	Caribbean cruise	Alabama to visit relatives
SPEECH STYLE	Grammatically correct English	Spanish and a little English
HOBBIES	Playing bridge	Dancing to latest hit record
FAVORITE OBJECTS	Home and automobile	Television and jump rope
RECREATION	Traveling on weekends	Going to church-sponsored activities
LIKES	Teaching young children	Striving to become better
DRESS STYLE	Fashionable knits, pant suits	Short dresses and wigs
WANTS	To see children progress in school	To make more money
DISLIKES	Radical thinking and verbalization	Establishment thinking and verbalization

Conflicts in values can cause a lack of sensitivity between teachers and children or parents, plus misunderstandings and difficulties in establishing rapport. As teachers begin to individualize their teaching, they must become sensitive to and understanding of the unique features of a child's or family's styles. The use of a life-style chart or "matrix" to consider differences in values and behaviors is an initial stage in individualizing in a responsive classroom. (Part I of Attachment A provides further information on the use of the Life-Style Features Matrix, including a blank sample matrix and two examples of completed matrices.) The teachers' planning of the daily classroom program should reflect their growing awareness of the different values and life-style features of each child.

The second reason why individualizing to meet each child's life style is important is that children are often more motivated to get involved in learning experiences when the materials and environment are familiar. Edward Chittenden has said: "It is important to emphasize the fact that attempts at assimilation and cognitive exploration on the part of the baby, the child, or the adult, will occur only when the object in question is perceived as familiar to some extent, and hence can activate assimilatory action...Curiosity and assimilatory action are aroused by the new and novel in the context of the familiar...In classrooms, in order to stimulate interest, we sometimes devote too much effort stressing what is new or novel and neglect the importance of familiarity."[5] There are a number of reasons why children become very involved with some classroom activities and not with others. One reason is that some children, especially at the beginning of school, are more comfortable with and interested in using familiar materials from their home environment. They may be overwhelmed by and reluctant to use the new, commercially-made, and unfamiliar materials in a classroom.

Children should be offered a variety of activities which they are familiar with from their early learning experiences in the home and neighborhood environments. Consequently, equipment, materials and supplies which reflect the ethnic group and culture of each child should be provided. For example when the concept "animal" is developed, a poor urban child may more readily respond when dogs, cats, and rats, (which he has seen, smelled, heard and felt)[6] are used in activities rather than cows, goats, elephants or giraffes. Moreover, the use of familiar materials instead of commercially-made manipulative toys (such as graduated colored plastic bowls instead of nesting cups, colored socks instead of color counting blocks, multiple length sticks instead of wooden table blocks) may provide a transition between the known and the unfamiliar.

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5. Chittenden, Edward A. "What Is Learned and What Is taught." Young Children, October, 1969. (The Journal of National Association for Education of Young Children.) An investigation of Piaget on the development of intellectual process.

6. See pp. 147-151 for a discussion of the way concepts are internalized.

When teachers plan relevant classroom learning experiences to offer children, they must consider materials carefully. For example, a book that pictures middle-class white children painted brown, beige, yellow and red-brown and tells a story about middle-class white children's experiences is irrelevant to many of the children with whom we are working. It is necessary to provide pictures, books, music, games, food, etc., that reinforce the experiences of the children. The educational environment should afford the child opportunities to explore and become involved in his community and his culture. "From our communities ... rich in oral tradition...students can discover much about...their communities...simply by talking with...elder citizens...information can be gotten about family life...occupations, religious life, folklore... struggle, etc. Many senior citizens have historical artifacts such as scrapbooks, letters, photographs, lockets and items of clothing..."[7]

The daily schedule as well as the materials and activities in the classroom must vary according to the community and the individuals whom the school serves. When teachers decide on their daily schedule, they must consider children who have received little or no adult supervision throughout the day; those who have had a high degree of adult supervision; those who have been provided the experience of making a few, or no, choices; and the many variations in between. Figure 2 below gives examples of three different kinds of schedules.

In some situations, it has proven desirable to begin with a tightened schedule, such as Schedule 1 below, and then work toward relaxing it. Some groups or individuals would find this schedule restricting, however. Even within a schedule, it may be desirable to individualize for some who may need more or less structure. In a recent situation in which a teacher was certain that "the Black and Chicano children were unruly," it was discovered that she had begun, and continued throughout the year, with a schedule similar to Schedule 3 below. The children in this community came from homes where parents established more limits, structure and supervision. The classroom was chaotic because the children were overwhelmed by the conflicting expectations from home and school. The situation improved when the teacher was encouraged to tighten the daily schedule (see Schedule 1 below), to be more aware of the other children about her, and to guide the assisting adults as she worked with a small group of children.

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[7] Davis, Chester. "Approaches to Black Education." Integrated Education, Race, and Schools, November-December, 1970, p.48.

Figure 2: Provide a Realistic Daily Schedule Within a Three Hour Schedule

Schedule 1 (Tightened)	Schedule 2 (New Nursery School)[8]	Schedule 3 (Relaxed)
8:45-Free-Choice Activities Indoors (choices limited to three or four areas, each guided by an adult)	8:45-Free-Choice Activities Art work: painting, crayons, paste, etc. Informal reading and looking at books Listening to records Block play Manipulative toys and puzzles Language Master Dramatic play	8:45-Free-Choice Activities Indoor and outdoor (all activity areas)
9:30-Early Group Time (Day's activities are introduced. Teacher's expectations of children's behavior during activities are role-played or illustrated in story form.)		
9:45- Snacks--Total Group (As child finishes eating, an adult goes to the activity areas and supervises.)		
	10:20 Snacks One table at a time; other children continue with activities	10:20-Snacks Available (Other activities continue.)
10:30-Outdoor Activities (Four or five activity choices)		
	10:50-Group Time (Quiet alternatives)	
	11:00 Outdoor Activities (Seven or eight activity choices.)	
		11:15-Group Time (Quiet alternatives)
11:20-Late Group Time (Quiet alternatives)		
11:40-Children prepare to go home	11:40-Children prepare to go home	11:40-Children prepare to go home
11:45-Children leave	11:45-Children leave	11:45-Children leave

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8. Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School. General Learning Corporation, New York, 1969, p. 148.

2. Considering the Child's Learning Styles (Preferred Sense Modes)

Opportunities for children to use their different senses of touch, hearing, sight, smell and taste should be provided during the different kinds of classroom activities. Some people learn best through listening, while others acquire and retain information best through activities which emphasize seeing, or touching, or tasting, or smelling, or use of the body,or varying combinations of all of these senses. The child who learns what a circle is by lightly feeling a jar cap with the tips of his fingers may not understand the concept of a circle by merely looking at a picture of a circle tacked to the bulletin board.

It is necessary, then, to provide a variety of experiences to take account of the preferred sense mode of each child. For example, it has been suggested by some that Blacks have an oral tradition, and learn emotionally and kinesthetically. Therefore, it may be more appropriate to "tell" a story than to read it. The art of story-telling is illustrated in the Black preacher, who is highly skilled in telling a story in the animated, imaginative Black idiom.

"...At any time while the story is being told, the teller must be caught up in it as if he had seen it happen. In the best tradition of the folk story-teller he must play all the roles and make the story live. He must so communicate the story as to cause (the students) to feel as if they, too, are at the scene of the action.[9]

Using the home language of the children in story-telling situations will increase communication and may create a sense of mutual trust between teacher and children. In addition, the children may be encouraged to dramatize a story as the teacher tells it. Some children's ability to acquire information may also be increased if learning experiences involve movement. For example, action words or concepts such as shapes can be related to children's movements while they are dancing or jumping rope.

Once the teacher is able to identify what tends to "turn on" an individual and the group, she should introduce other activities with similar processes. It goes without saying that it may be necessary to discard an activity which is liked by the teacher but does not appeal to children and may perhaps "turn off" children.

3. Developing Concepts and Mental Images

Children need a variety of experiences to form mental images of real objects and concepts (abstract ideas of the object's attributes, categories, and relationships). They then can use these mental images and concepts in order to solve problems. Hearing the word duck or seeing the abstract printed symbol of it will form the mental image in children's minds only after many opportunities of manipulating concrete or real ducks. Therefore, classroom activities should be provided in which children can explore and manipulate a variety of three-dimensional objects in their real form in order to become familiar with them.

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[9] Mitchell, Henry H. Black Preaching.
Lippincott Co., Philadelphia, 1970, p. 133 .

In the Responsive Program, we introduce the concepts of color and shape attributes early in the year because children seem to be familiar with them, having been surrounded with colors and shapes in their home environment. It is important to use familiar objects when introducing unfamiliar colors and shapes to the child. Objects which have the attribute being stressed should be available for the child to manipulate. For instance, if the color attribute green is being stressed, the teacher should select many green objects such as a ball, a puzzle piece, leaves, a turtle, a bracelet, a toy car, yellow and blue paint to mix, and greens (a vegetable) to eat.

For the concept of a circle (a shape attribute) some beginning experiences to offer children so that they can utilize their various senses while exploring different kinds of materials during classroom activities might be:

> At the Concept Formation Table, materials such as a jar lid, circular mirror, roll of tape, and circular pieces of felt or construction paper are displayed so that children use their senses of touch and sight as they handle and look at the items.
>
> The manipulative toys available include rubber shapes, the shape coordination board, shaped objects in feely bags and cut-out shapes for the flannel board, providing children further opportunities to touch and see circles.
>
> When shaped crackers are offered at snack-time, children touch, taste and see circles and hear the shape name verbalized as the teacher asks, "Do you want circle or triangle crackers with your milk?"
>
> In art activities, children use the senses of touch and sight with circle crayons (old crayons melted down in muffin tins),sized circle sponge pieces for sponge painting,and circle objects for gadget printing (paper towel tubing, jar lids, etc.) and they hear the teacher asking, "Do you want circle or square shaped paper?"
>
> The Language Master cards enable children to use their senses of hearing and sight as they see the card with o shape on it and hear, "This shape is a circle".
>
> Listening to and participating in songs about shapes and playing active games using fingers, elbows, and hands to make circles enables children to extend their understanding of this shape.
>
> Learning activities during outdoor time include body movements related to circles such as walking around circle shapes drawn or outlined on the ground.

Teachers should keep in mind the sequence of providing experiences, starting with concrete, real objects before proceeding to abstract, two-dimensional materials. Over a period of time, after many experiences with concrete objects, teachers may provide more abstract examples such as pictures of circles and circular objects.

These varied experiences with circle shapes help a child gain the ability to form a mental picture or image when he hears the word circle. Eventually, the child will no longer need to hold or see a picture of a circle shape in order to have the mental image of it in his mind. The word circle will eventually be part of his vocabulary. For instance, when given a choice of art paper cut into various shapes, a child will say, "I want the circle paper." And he will be able to recognize the abstract shape in playing the category game. "Give me all of the pictures of circle shapes." At first he will be able to choose the circles from a group of pictures showing fruits and abstract circles. Later he will be able to perform the harder task of choosing pictures of circles from a group of pictures of abstract shapes.

When unfamiliar real objects such as turnips, geese, or taxis are introduced, children must be given opportunities to acquire information about the objects through their senses so that they will be able to form mental images. The following chart "From Concrete to Abstract" provides a guide to help plan experiences from the easiest (most concrete) experiences to the most advanced (abstract) experiences. Some real objects will not fall in all these categories, but it should be remembered that the more concrete experiences are necessary before the more abstract experiences) such as seeing illustrations of a duck or the printed word DUCK) can be meaningful.

Figure 3: From Concrete to Abstract.[10]

	EXPERIENCE	EXAMPLE
CONCRETE (real)	Seeing real object	Seeing real duck
	Seeing, hearing, feeling smelling, tasting part of object	Seeing, touching footprint in mud, mounted specimen Hearing taped sounds of a duck Seeing, touching, smelling duck foot, feathers Eating duck sandwiches
	Imitation (use of the body to represent objects)	Waddling like a duck
	Make believe (use of objects to represent other objects)	Pretending a box is a duck
	Onomatopoeia (making sound associated with objects)	Quacking like a duck
	Recognition of objects in pictures	Seeing photographs then illustrations of ducks
	Making representations in two or three dimensions	Making clay duck, combining shapes to make a duck in art activities
ABSTRACT (symbol)	Representation at the sign (word) level	Seeing the word DUCK printed

10. Modification of Sonoquist, Hanne, and Kamii, Constance, "Applying Some Piagetian Concepts in the Classroom for the Disadvantaged (sic)"

Young Children, March 1967, p. 231-246.

Children should also be offered activities that will help them form concepts of categories. While a child is eating a carrot, for example, the teacher can introduce the category by asking, "What's the name of this vegetable?" Development of the concept of the general category of food may be encouraged when the teacher, referring to a group of items on the table says, "Bring me all the foods." The child has demonstrated his ability to form concepts of the general category when he can select foods from non-foods upon request.

In acquiring relational concepts (such as " over", "under", longer", and "shorter "), children need experiences in manipulating real objects and moving their own bodies before they can be expected to follow only verbal directions using these concepts. For example, in learning "in front of" the child can be asked to put his pencil in front of the book in imitation of the teacher before he is asked to stand in front of another child.

The children within a classroom will not all be at the same stages in understanding various concepts. Thus, when teachers present concepts, they should provide experiences at several levels to meet the needs of each individual child.

4. Considering the Child's Level of Ability for Activities

When the teacher plans an activity for a child, it is important to present the activity at his level of ability so that he will learn from the experience. The teacher must present materials that challenge the child and she must interact with him on his level so that he does not become bored. At the same time, she must be careful not to frustrate or discourage him by offering activities beyond him.

To identify the child's level of ability, the teacher must consider the two ways learning activities can increase in difficulty (from easiest to hardest): first, in terms of complexity of materials, and second, in terms of learning process involved, from the level of free exploration, to matching, using the memory, multiple choice and production. To determine what degree of difficulty the child is ready for, she must observe his use of materials. Moreover, she must consider children's different rates of learning, and record each child's progress from the simple to more difficult levels of games and activities.

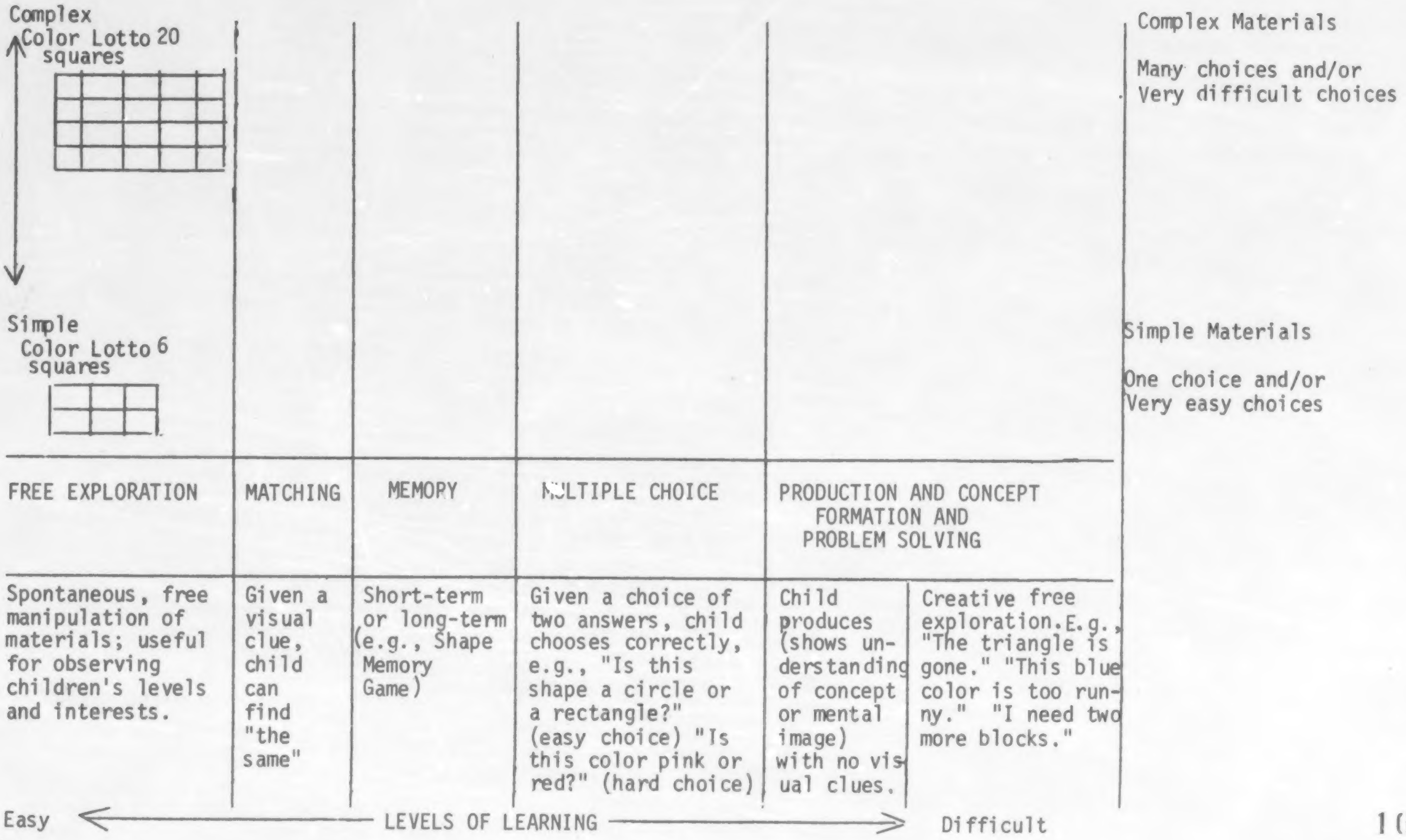
The chart in Figure 4 gives examples of different degrees of difficulty in complexity of materials and levels of learning. Figure 4 provides a more detailed explanation of the levels of learning processes.

The bottom to top direction of the chart shows how the material presented becomes more complex if it has more pieces and therefore involves more choices. (For example, it is simpler to complete a three-piece puzzle than a twelve-piece puzzle.)

From right to left, the chart lists levels of learning from the most difficult to the easiest. Often, teachers begin and retain children's experiences at easier levels listed on the left side of the chart. This approach frequently creates boredom. We suggest instead that after the initial free exploration phase, the teacher present an activity at one of the more advanced levels,and then drop back to the next easier step if the child is unable to respond successfully. (For this reason, the explanations in Figure 4 start with the most advanced levels of learning.)

Figure 4: DEGREE OF DIFFICULTY IN LEARNING ACTIVITIES

(Levels of learning and complexity of materials)



FREE EXPLORATION	MATCHING	MEMORY	MULTIPLE CHOICE	PRODUCTION AND CONCEPT FORMATION AND PROBLEM SOLVING	
Spontaneous, free manipulation of materials; useful for observing children's levels and interests.	Given a visual clue, child can find "the same"	Short-term or long-term (e.g., Shape Memory Game)	Given a choice of two answers, child chooses correctly, e.g., "Is this shape a circle or a rectangle?" (easy choice) "Is this color pink or red?" (hard choice)	Child produces (shows understanding of concept or mental image) with no visual clues.	Creative free exploration. E.g., "The triangle is gone." "This blue color is too runny." "I need two more blocks."

Figure 5: Levels of Learning

FREE EXPLORATION LEVEL - Materials of a game are used by the child in his own way (within acceptable limits of the classroom).

PRODUCTION LEVEL - Child produces names of things in answer to question "What is the name of this color?" "What shape is this?"
Example: To the question, "Which shape comes next in this pattern?"

□△○□△○□△ ________

the child answers "the circle."
If this level is too difficult for a child; drop back to Multiple Choice Level.
In addition to giving responses without receiving any visual clues, children make up their own games (creative free exploration).

MULTIPLE CHOICE LEVEL- Instead of being asked a question without clues, the child has a choice for the answer.
Example: If unable to give the name of the shape that comes next in the pattern,
○△□○△□○△ ______ he is given a choice (verbal clue) such as "Does the square or the circle come next?"
A harder choice might be, "What shape comes next in this pattern?"

□ ▭ □ ▭ □ ________

(Squares and rectangles are more similar in shape than a circle and a triangle).
Drop back to Memory Level if this level is too difficult.

MEMORY LEVEL

Short Term

Example: Shape Memory Game - The child chooses one shape out of a group, looks at it, then goes to another part of the room to pick out the same shape from another pile.

Long Term

Example: Shape Memory Game - The child chooses one shape out of a group, looks at it, then is asked to find the same shape the next day.

MATCHING LEVEL - Involves matching what looks "the same" (visual clue).
Example: If unable to answer the question, "Is it the square or the circle?" (at the Multiple Choice Level), the teacher holds up a square for the child to see and says, "Is it the same as this shape?"

Individual checklists enable teachers to record any pertinent information on a child's knowledge of shape, color, size, etc. as they observe his actions or language during a time of non-directed spontaneous play. Figure 6 below gives an example of an individual checklist.
In this example, the teacher wrote in her notes on October 5 that Teka was able to give a name to the ○ shape when the coordination board of shapes was set out. After school, the teacher, going over the notes taken during the day, recorded on the checklist that Teka was at PRODUCTION LEVEL in being able to name the circle shape.

The next week, the teacher's notes showed that when the △ shape was missing, Teka took the coordination board to the teacher saying, as she pointed to the △ outline on the board, "It's gone." In order to check on Teka's level of understanding of the concept of the △ shape, the teacher asked, "Teka, what is the name of the shape that is gone?" Her answer was, "I don't know." From her response, the teacher knew that Teka was not at PRODUCTION or NAMING LEVEL with the △ shape, but she still needed more information as what level Teka was on. She then asked (having noted last week that Teka knew the name for a circle), "Is it the circle (known) or triangle (unknown) shape that is gone?" Teka knew it wasn't the circle and replied, having heard the teacher's verbal clue, "the triangle." From the notes she made when she observed this incident, the teacher later marked MULTIPLE CHOICE LEVEL on Teka's checklist for the △ shape.

Figure 6: Individual Checklist

Teka Henderson

SHAPES	MATCHING	MEMORY EASY	MEMORY HARD	MULTIPLE CHOICE	PRODUCTION
CIRCLE			10/1/71		10/5/71
SQUARE	10/12/71				
TRIANGLE				10/20/71	
RECTANGLE	10/29/71				

When they looked over Teka's checklist, her teachers noted that she was on MATCHING LEVEL with the square and rectangle shapes (she could find the same shapes when given a visual clue). They then began to consider how they could plan classroom activities to offer her opportunities to extend the concepts of the square and rectangle shapes in the coming weeks of school, and to reinforce the concept of the circle shape by providing harder choice activities with circles.

ATTACHMENT A:

TRAINING TEACHERS TO INDIVIDUALIZE INSTRUCTION

The following materials can be used by Program Advisors in workshops to help teachers develop the ability to individualize their instruction.
Part 1 gives further explanations and examples of the use of the Life-Style Features Matrix. Part 2 outlines some ideas and tasks for a workshop in individualizing instruction, and presents a story to illustrate the way teachers can provide experiences using a range of sense modes and activity levels to develop a concept.

Part 1 includes:

a) Procedure for using the Life-Style Features Matrix.

b) Blank Life-Style Features Matrix.

c) Life-Style Features Matrix illustrating varying life styles of one ethnic group in the classroom.

d) Life-Style Features Matrix illustrating varying life styles of two ethnic groups in the classroom.

Part 2 includes:

a) Main ideas to consider for the Individualizing Instruction Workshop.

b) Tasks for the Individualizing Workshop.

c) A story - "Individualizing at Work in the Responsive Classroom."

d) A sample checksheet which teachers may want to use, or modify, for recording each child's progress.

PART 1: THE LIFE-STYLE FEATURES MATRIX

Recommended Procedure for Using the Matrix

In the training of staff to use the Life-Style Features Matrix to gain insight into the life styles of individual children, the following procedure is recommended:

1) Teachers should record information about themselves on the blank Life-Style Features Matrix form (p.158). After doing so, the members of the group should discuss how they came to acquire these attitudes, beliefs, values, interests, etc. The discussion may point out ways they can gain the same information about the children in their classrooms. For example, people may acquire some of the features of their life styles through family, friends, television, literature, church, good or negative experiences, etc. The teacher must go to those sources to discover more about the children with whom she works.

2) Next, teachers should record what they know, now, about each child in the classroom and his family. Additional observing and questioning will add new information which should affect the procedures and activities in the classroom. It may be necessary to eliminate some information teachers discover is not valid. Simultaneously, for those not acquainted with the values, attitudes and strengths of the community, it is essential to begin a program of involvement by participating in the activities of the community and using its facilities. Though this involvement in the children's experiences is necessary, it may be an enormous undertaking. Instead of overwhelming themselves, teachers should list the tasks to be accomplished and begin by concentrating on one project at a time.

For example, a list of such projects might include:

(1) Visiting Tom, Mary and Sarah's church.

(2) Going to Sally's brother's wedding.

(3) Learning to understand Spanish.

(4) Participating in the local recreation director's campaign for school board.

LIFE-STYLE FEATURES MATRIX

FEATURE: NAME	YOU		
HOBBIES:			
FAVORITE OBJECTS:			
RECREATION:			
DRESS STYLE:			
LIKES:			
DISLIKES:			
WANTS:			
VACATION:			
SPEECH STYLE:			
FEARS:			
HEROES:			
USE OF SPACE:			
RITUALS:			
RHETORIC:			
PREFERRED SENSE MODE:			
VALUES:			
ETC.:			

The Life-Style Features Matrix on page 160 illustrates the varying life styles that can be found within one ethnic group. The Life-Style Features Matrix on page 161 shows an example of the variations in the life styles when two ethnic groups are present in the classroom. It is important to recognize that the life styles of children from the same community and/or the same racial group may vary considerably. Consequently, it is evident that individualizing remains important regardless of the racial composition of the students within the classroom.

Teachers should plan learning experiences that reflect the life styles of the children in their classrooms, and the life styles represented should set the tone for the emotional, visual, and auditory environment. For example, at various times, photographs on the wall should show the community, the families' heroes, the family, and the child; the music played should reflect music heard in the children's homes; the language reinforced by the teachers should reflect the manner of speaking of the children's home. The families' values, likes, dislikes, favorite objects, and rituals should be reflected in the program. Where there are conflicting attitudes between the members of the group, issues should be raised at parent meetings so that, through dialogue, parents will have an opportunity to come to an agreement on policy for the classroom.

Life-Style Features Matrix

VARYING LIFE STYLES OF TWO ETHNIC GROUPS IN THE CLASS

	LEROY WASHINGTON	GERALDINE JOHNSON	JOSE JIMENEZ	MANUEL GONZALES
FAVORITE OBJECT	Television, cars	Jesus' picture	Father's cap, trucks	Picture of "La Virgen de Guadalupe"
DRESS STYLE	Bell bottoms, naturals	Pressed hair, ribbons, clean dresses	Khakis and clean shirt	Medium-long hair, bell bottoms
LIKES	Protesting	Structure and clear directions	Pretty white teacher	Athletics
DISLIKES	Discrimination	"Nasty" play, fighting	Cowboys winning against Indians in Westerns	Female control
SPEECH STYLE	Current Black slang	Ghetto dialect & slang	Spanish with some English	Spanish, pauchuco, English
HEROES	Malcolm X, Leroi Jones	John F. Kennedy, Billy Graham	Joe Namath, Jim Plunkett	"Corky" Gonzales, Pancho Villa
RITUALS	Hand-shake greeting	Prayer before meals	Prayer, church	"Mapa" Handshake , church
RHETORIC	Black Power	It's the devil's work	Que Sera Sera, It's God's will	Brown Power
PREFERRED SENSE MODE	Kinesthetic activity	Listening to stories, following directions	Listening to stories	Kinesthetic activity, listening to stories, following directions
LIVING ENVIRON	Apartment of housing unit	Older home	Ranch	Housing project
VALUES	Getting ahead	Doing good	Respecting elders	Retaining family unit

Life-Style Features Matrix

VARYING LIFE STYLES OF ONE ETHNIC GROUP IN THE CLASSROOM*

FEATURE: / NAME	YOU	Ruby Begonia	Leroy Washington	"Slick" Sam	Betty X	Geraldine Johnson
HOBBIES:		Look at T.V., go to ball games, gambling	Dancing, playing	Gambling, pitching pennies, stealing	Cooking, sewing, home care	Singing hymns
FAVORITE OBJECTS:		Record player	Television set	Pool cue, dice, weapons	Holy Quran, pictures of heroes, Muhammed Speaks paper	The Last Supper, candles, rabbit's foot, picture of Jesus
RECREATION:		Ball games, T.V., pitching pennies	Family to park, zoo, church	Dancing, push-pull	Wants to be ladylike--attends charm school, church bazaars	Sunday School, playing marbles
DRESS STYLE:			Bell bottoms, naturals	Processed hair, "slick" clothes	Simple, long dresses	Clean, neat, pressed hair, ribbons
LIKES:		Current school system, things as they are	Protest march, people	Transistor radio, the street, to look big, quick money	Cleanliness, natural foods	NAACP, teachers, structure, clear directions
DISLIKES:		Black cats, being called girl or boy	Discrimination	Work, Uptown, squealing	Sins of the flesh, white people, government	"Nasty Play," talks about sex, fighting
WANTS:			Family wants integration, money, education	Peer recognition, clothes	Own and run own business	To go to Heaven
VACATION:		Fishing	Go to beach and boardwalk		To Chicago	By bus to visit relatives
SPEECH STYLE:		Black dialect	Current Black slang	Hep slang		Ghetto dialect and slang
FEARS:		Bad luck	White power	Disloyalty in the group	Lack of self-discipline	God, sins of the flesh, death
HEROES:		Joe Louis, George Washington Carver, Willie Mays	Leroi Jones, Malcolm X, Richard Oaks	The Street Hustler	Mr. Elijah Muhammed Muhammed Ali	John F. Kennedy Billy Graham
USE OF SPACE:				Crowded, cluttered		Crowded home
RITUALS:		Numbers game	Parents study horoscope, few rituals, attends liberal church	Hand shake greeting	Prayer, parents fast frequently	Prayer before meals and at bedtime
RHETORIC:		It doesn't matter	Freedon Now, Black Power, Get Ahead		Do for self	It was the devil's work
PREFERRED SENSE MODE:		Tactile and visual activity	Kinesthetic activity	Kinesthetic activity	Verbal expression	Listening, stories, directions
VALUES:		Work	Middle-class upward-boundness			
ETC.						

*This chart is based in part on ideas in McCord, William, Life Styles in the Black Ghetto. W. W. Norton Co., New York, 1969.

Part 2: INDIVIDUALIZING INSTRUCTION WORKSHOP

a) Main Topics to Consider for the Individualizing Instruction Workshop

1. Discussion of the idea that teachers need to observe children in order to be able to pose appropriate problems that are individualized to meet a child's needs according to:
    - (a) his ethnic group and life style.
    - (b) his learning style (preferred sense mode).
    - (c) his level of performance.
2. Demonstration of activities related to varying life styles.
3. Demonstration of activities related to varying levels of performance (free exploration to production and easy to hard).
4. Demonstration of activities related to varying learning styles (preferred sense modes).
5. Discussion of what a concept is and the way concepts are formed (concrete to abstract).

b) Tasks for the Individualizing Instruction Workshop

NOTE: In order for teachers to complete the tasks described below, we recommend that the Program Advisor display during the workshop all the materials and equipment that are available in the classroom for developing the concept of animals. For example, include various animal shelters, rubber farm and zoo animals, recordings of animal songs, a tape recorder for taping animal sounds in the community, animal games and puzzles, flannel board stories, and books about animals.

AREA OF EMPHASIS	TASK DESCRIPTION
1. Cultural differences and varying life styles	1. In what way would you vary the material presented for: Geraldine Johnson Leroy Washington Manual Gonzales Jose Jimenez in order to develop the concept "animal?" (See Matrix of Varying Life Styles of Two Ethnic Groups in the Class, p. 22).
2. Levels of learning (free exploration to production and easy to hard)	2. Describe or demonstrate ways to make the animal lotto game increasingly more advanced.
3. Concept formation process (concrete to abstract)	3. Show the way you would present experiences to help develop the mental image "bear."
4. Concept formation	4. List the activities and materials you would use to develop the concept (category) "animals."
5. Learning styles (preferred sense mode)	5. Show the way you would present experiences to help develop the mental image "bear," for a) a child who learns best through seeing. b) a child who learns best through talking, tasting and hearing. a) a child who learns best kinesthetically.
6. Specific individual observation	6. How would you work with a child whom you know has a fear of cats?
7. Interests	7. What experiences would you provide for Tommy, who just came to class announcing that his puppy just had kittens?

NOTE: Teachers should have an opportunity to compare the solutions to their tasks with other members of the group. Therefore, it may be necessary to plan for this experience over a period of several sessions.

Individualizing at Work in the Responsive Classroom

The teacher may ask, "How do we visualize a responsive classroom where teachers are successfully individualizing instruction?" Many have said they feel overwhelmed when they think about the reality of implementing this notion on a daily basis. Some have decided, "I will individualize for Tommy, Sarah, Jane and Toby today; tomorrow, I will individualize for Derek, Dwayne, Antoinette and Felix, etc." Others have mentioned the possibility of individualizing for one child each day, thereby not meeting the needs of a child more than once every fifteen or twenty days. Both solutions seem too mechanical to be effective. It is recommended that the teacher who knows and continues to acquire information about the children in terms of their life styles, levels of ability with concepts, and learning styles will plan learning activities for individual children or those with similarities during the course of her pre-planning period. During the classroom period, the alert teacher will individualize for a child, or a group of children, as the need arises. The following story exemplifies the way a classroom of individualized teaching may look during one isolated portion of a day.

Mark walks quietly into the classroom. He stands near Mrs. Way. Other children are moving about the room during their early morning free-exploration period. Mrs. Way has been greeting the children as they enter, and encouraging those who need help to settle with an activity of their choice. She turns toward Mark, smiles and says "Good morning, Mark." Mark does not answer; he responds by putting his clenched fist up toward Mrs. Way (shows his interest). She says, "What have you there, Mark?" Mark says, "A bug." Mrs. Way asks, "Do you know the name of this bug?" (Production or naming level question.) Mark does not respond but looks at Mrs. Way with wide eyes.

Mrs. Way tries another question, "Is that a lady bug or a spider?" (Hard multiple choice.). Mark comments, "That is an ant." Mrs. Way gently takes Mark's hand and walks toward the cabinet which houses the ant farm. She says "Come, Mark, I want to show something to you." Then, Mrs. Way places the ant farm on the table and states, "This insect is an ant. Does your insect (category) look the same as this ant?" (Matching level.) Mark answers, "No." Mrs. Way continues, saying "That's right, your insect is a ladybug." She pauses and then says, "You may put your ladybug in the bug cage so the other children (who have gathered about) may look at it. The bug cage is on the bottom shelf under the sink." (Relational location/position concepts.) He finds the bug cage and places the ladybug in it. As Mrs. Way moves on, the other children ask Mark questions about the ladybug. On the file card in her pocket, Mrs. Way notes:

name of insect (multiple choice level)
relational concepts of bottom and under (production)
talking to other children-first time
six children interested in the insects

While Mrs. Mason is reading a story to Jose, Margarita and Maria in Spanish (life style), Mrs. Way puts out recordings by the Jackson Five, Rufus Thomas and Aretha Franklin (life style). Clare, the teenage volunteer, begins to teach Leroy, Rodney, Anna Marie, Toni and Manuel five action verbs by doing the Push/Pull dance with them (life style-preferred sense mode). Mrs. Way invites Vivian and Simon, who have difficulty talking when more than three people are around (specific observations), to talk on the tape recorder with her about the trip to the store.

At the end of the day, when Mrs. Mason and Mrs. Way are preparing for the next day, they will use their written and mental notes to plan relevant activities for the children. It will be important to capitalize on Mark's and the others' interest in bugs by putting out the ant farm, a mounted spider, and a magnifying glass; they will continue with their plan to take a walking excursion in the neighborhood, with the purpose of promoting language development as its focus--they may even look for insects while they are outside and talk about them later...

Using their written and mental observations, teachers transfer the information they gathered to Mark's individual checklist. Below is a portion of his individual checklist which the teachers are filling out.

Mark R.

	LEVEL			
CONCEPTS	Matching	Memory	Multiple Choice	Production
Position/Location				9/12/71 (bottom/under)
Insects			9/12/71 (lady bug)	1/12/72
Shapes				

Comments: Talks to a small group (first time) 9/12/71
High interest-insects.

RESPONDING TO BLACK CHILDREN: SOME SUGGESTIONS FOR BEGINNING THE SCHOOL YEAR*

The first school experience requires transitions for any child. It is an especially sensitive time for the Black child who enters the classroom which contains adults with appearances and attitudes unlike his, an environment with unfamiliar contents and experiences that reflect a different way of life. Current evidence would indicate that such a child has "lower. . .achievement and restrict(ed). . .aspirations" as presently measured by the school. Since it has been the tradition of the school system to expect children to develop attitudes and habits like the dominant society, the children to whom we are referring will fail in school, according to traditional standards, unless there are whites or middle-class Black children in the class to act as acculturation models.[1] Moreover, even in circumstances where the child may watch and imitate children who have the behaviors of the dominant society, the child's self-image will probably suffer. For the effects of prejudice[2] against his private life (and therefore his attitudes about himself, family and environs) compound the conflict within the child as he publicly tries on and demonstrates the behaviors commended and reinforced at the school.

To deal with these problems, Black people are currently proposing that education systems: 1) reinforce the children's own experiences (culture and environment), 2) expose the Black child to experiences which will provide indepth knowledge of his own society and history, 3) promote decision-making and problem-solving ability.[3]

The above statements imply a general concern about the total educational staff's attitude about the function of education and the culture from which the children come. It is important that participants in the Responsive Program 1) see themselves as people working with the community, 2) consider themselves part of a team working toward the objectives identified as meaningful by the community (parents, students, educators, other adults), and 3) use their expertise and position as a vehicle to expand the knowledge and abilities of the community in the direction the community desires to go.

Moreover, each staff member must assess his own attitudes about the families' culture, ethnic group and living environment. Minimally, it is important for persons working in a community to respect the residents and their way of life. Even better, the staff will appreciate the values and ways of the community. Ideally, the group should be enjoyed and its strengths should be cherished.

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1. U.S. Commission on Civil Rights. Racial Isolation in the Public Schools. CCR Clearinghouse Publication #7, 1967, p.4.

2. Arter, Rhetta M. "The Effects of Prejudice on Children." Children, Vol. 6, 1959, pp. 185-189.

3. Black Child Development Education Center, "Child Development from a Black Perspective Conference", Washington D.C., June 10-13, 1970.
Black Child Development Conference, San Francisco, July 1970.

*This article was written primarily by Francione Lewis.

The attitudes and emotions the teachers feel are reflected in the way they plan, introduce and carry out cultural and environmental activities. For example, the teacher who lives outside the community or does not share its values may plan a trip into a child's neighborhood to demonstrate her support of the child and his environment. Her attitude is evident in her introductory statement, "Let's walk and see your neighborhood." She does not truly identify with the community, whereas the teacher who already knows and loves this same neighborhood, its people and its activities may share her enthusiam by pointing out important places, i.e., the barber shop and the oldest house on the block, and important people, i.e., the old lady who takes care of stray animals. As this teacher asks questions and relates tales about the neighborhood, she will expand the children's curiosity, knowledge and appreciation of that area.

Teachers who possess positive feelings about the families with which they work will have little trouble trying to identify[4] the behaviors of the group that should be reflected in the classroom environment and activity experiences.

RECOMMENDED SPECIFIC OBJECTIVES

The following specific objectives contribute to the three goals stated above. Teachers should consider these objectives when arranging the classroom environment and planning activities. The teacher should plan for the child to:

1. See pictures of people in communities similar to his and of his own ethnic group doing things familiar to him.
2. Hear stories about children doing the things he does.
3. Talk about pictures of familiar scenes and people.
4. See, taste, touch, and hear the names of familiar foods.
5. Hear sounds of the neighborhood duplicated in the classroom.
6. See himself in photographs and mirrors in the classroom.
7. Hear and move to familiar music.
8. Play familiar games.
9. Reduce the frustration he may feel when given too many choices by offering him fewer choices of activities or activity areas.

These specific objectives can be easily measured by the teacher. To determine whether each child has met an objective, the teacher needs only to ask herself, "Did he do it?" To record systematically whether each child has achieved these objectives, the teacher may wish to use a simple check list.

The above objectives are not meant to supplant but rather to extend learning experiences prescribed in Learning Activities Booklet #1, such as, "Where Oh Where is Dear Nemecio?"[5] It is important that the activities selected to achieve these objectives reflect the attitudes, behaviors and experiences of the group of children with whom you work. You may wish to add the suggestions that follow on the next page.

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[4] See "Individualizing Instruction," Section III-C, p. 140.

[5] Nimnicht, Glen, McAfee, Oralie, and Meier, John. The New Nursery School, Learning Activities Booklet #1, p.10. General Learning Corporation, New York, 1969.

SUGGESTED ACTIVITIES

Objective #1. The child sees pictures of people of his own ethnic group doing things familiar to him.

a. Display a Black photo montage.
Show photographs of familiar scenes. The child may help take the pictures. Scholastic Magazine's "Let's Start"[6] series has very good photographs. Use a range of magazine pictures, i.e., Jet, Ebony, The Black Woman, Essence, etc.

b. Display photographs of the children.
Take Polaroid photographs of the children in small activity groups and in their community.

c. Videotape familiar scenes.
Secure a videotape recorder on a borrowed shopping cart, add two children and you are all set for an interesting twenty minutes of taping. Let children select the scenes to tape. Tape the children too.

Objective #2. The child hears stories about children who look like him and do the things he does.

Read the following stories:

a. Lexau, Joan, Benjie on His Own, Dial Press, New York. An excellent book.
The story may be too long for children who are very young. However, the story's content relates to the fears, early responsibilities, community and family relations of many Black children. The book illustrations depict the facial characteristics and postures of many Black people and the low-income environment quite realistically. Therefore, the teacher may want to tell a condensed version of this story in her own words -- but tell it she MUST.

b. Keats, Ezra Jack, The Snowy Day, Viking Press, New York.
Keats, Ezra Jack, Peter's Chair, Viking Press, New York.
Keats, Ezra Jack, Goggles, Viking Press, New York.
Keats, Ezra Jack, Amy's Letter, Viking Press, New York.

c. Brooks, Gwendolyn, Bronzeville Boys and Girls, Harper and Row, New York.

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[6] "Let's Start" Picture Boxes, FLS-6, The Urban Environment, FLS-4 School Experiences, $7.00 each. Scholastic Magazine, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Objective #3. The child talks about pictures of familiar scenes and people.

a. Use the pictures described in #1a for discussion purposes.
b. Parents may have three or four pictures they may wish to share that can be glued on colored construction paper for the child's own picture album.
c. A magazine such as Ebony (see previous list for other titles) may supply appropriate pictures.

Objective #4. The child sees, tastes, touches and hears the name of familiar foods.

Note: For many children, eating in an unfamiliar surrounding is very difficult. Familiar foods prepared in familiar ways may encourage a positive attitude toward eating in a different place. The staff is encouraged to ask the parent to identify those foods which the child enjoys. Also, a description of how she prepares them may be a begining of an outstanding recipe file.[7]

a. Cooks may prepare and serve foods to the children.
b. Children may assist in the preparation of the foods. Many parents feel very comfortable guiding two or three children in cooking experiences during their own first classroom participation experiences.

Objective #5. The child hears familiar sounds of the neighborhood duplicated in the classroom.

a. Tape neighborhood sounds including street activity, animals, short conversations between the children and their acquaintances, etc. Vary the first short walking excursions by carrying a small cassette tape recorder along.
b. Play back the tapes of the neighborhood sounds.

Objective #6. The child sees himself in photographs and silhouette in the classroom.

a. Display photographs of the children on the walls and in their individual lockers. Large ones would be excellent.
b. Make puzzles of enlarged photographs of individual and small groups of children.
c. Place the child in front of a light bulb so that the shadow of the profile of his face is on the wall. Outline the silhouette on paper. Cut out the silhouette and mount. One display of the children's profiles cut out of black paper and displayed on beige paper which covered an entire wall was very effective.

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[7] Mae, Verta. Vibration Cooking. Doubleday and Co., Garden City, New York, 1970.

Objective #7. The child hears and moves to familiar music.

Note: In the homes of many Black people, Gospel, soul, rock and roll and jazz music is played on the record player or radio as background music throughout the day. For children coming out of such a background, it is in keeping with the home that the school might duplicate this experience all or part of the day, too. Since popular music changes so frequently, the best source for suggestions may be the parents or the teacher assistant or other community members.

a. Play music while children eat and play games during free choice activity time.
b. Use the music as accompaniment during the exploration of movement in space.
c. Take the record player, a rug and instruments outside. Children can freely explore the instruments along with the record musicians. Note: The rug is used to define the area on which the instruments are played and dancing may be done.
d. Use non-vocal records and add words that seem appropriate for the daily lesson. (For example, the child hears his name in a song.)
e. Use recordings to teach the lesson using body motion. For example, Rufus Johnson's Push Pull is a good way for children to learn the action verbs push, pull, and up, down, and all round.
f. Some suggested records and recording artists for the classroom are:
    1. Aretha Franklin, Aretha's Greatest Hits
    2. The Jackson Five
    3. Temptations, Psychedelic Shack
    4. James Brown
    5. Stevie Wonder, Signed, Sealed and Delivered
    6. Edwin Hawkins Singers, Oh Happy Day
    7. Archie Bell and the Drells, Tighten Up
    8. Impressions, Check Out Your Mind

Objectives #8. The child plays familiar games.

MISS LUCY (To the tune of Shortn'n Bread)

This a way, Lucy, Lucy, Lucy,
This a way, Lucy, Lucy, Lucy,
Oh-h-h-h-h Strut Miss Lucy, Lucy, Lucy,
Strut Miss Lucy all day long.
Oh-h-h-h-h Here comes another one
Another one, another one,
Here comes another one all day long.

***Children are in two lines

xxxxxxxxxx

x

xxxxxxxxxx

One child walks in between the two lines with an exaggerated strut. Child's name should be substituted for "Lucy."

SALLY WALKER

Little Sally Walker sitting on a saucer
Rise, Sally, rise
Wipe your weepy eyes
Put your hands on your hips
Let your backbone slip
Shake it to the East, Shake it to the West,
Shake it to one that you love best.

***Children in circle, one child in center sitting on floor. Rise up when song indicates and follow the words in the song.

Objectives #9. The child is helped to learn by being given fewer choices of activities or activity areas.

Note: At the beginning of the year, children coming from homes which have many people living in a small amount of space may feel threatened if the available space is too large. They may feel more secure in a more confined area. It may help to reduce the child's frustration as he is deciding what to do by 1) providing fewer activity areas, 2) reducing the number of activity choices in all areas, 3) or introducing and removing activities and activity areas at various times of the day.

TRAINING TEACHERS TO OBSERVE AND RECORD THE BEHAVIOR OF YOUNG CHILDREN*

To enhance any program for young children, a teacher must have a plan for how to gather and use information about her students. This article has two objectives:

1) to examine realistic methods that teachers of young children may use that will enable them to develop a better understanding of each child so that they will have some guidelines to apply to their daily program planning.

2) to provide a guide for the Program Advisor to use in presenting this material to the teachers during workshops.

Helping Teachers Understand the Importance of Observing

To encourage teachers to give a high priority to the idea of systematically recording children's behavior, the Program Advisor should devote some time at each workshop to ask how the observations are going and then to try to deal selectively with an example or two. Unless the Program Advisor gives this topic this kind of recognition and relates it to planning, it will soon become lost in the multitude of details that teachers must deal with. A possible introduction to a weekly workshop might be to encourage a few teachers to make comments about how their day went. The Program Advisor should listen for clues as to how teachers are feeling and where by her response she could lead the group into an examination of the use of a recording procedure to enhance the understanding of a specific child's needs.

In one Program Advisor's workshop the story about how a little boy expressed his fears through his play with his blocks and a piggy bank[1] was used to demonstrate how helpful a teacher's listening and recording behavior might be in planning to meet the needs of that child.

After establishing a rationale for recording observations from the story or from other examples presented by the group, the Program Advisor can move to examine a few specific techniques of recording that teachers might want to try until they had found a method that is practical for them.

A teacher may ask the Program Advisor one of the who, what, when and why questions:

Why doesn't this program work?
With whom should I use the learning episodes?
When should I do it?
Where does practicing a language behavior fit into the day?
What is it all for?

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1. Ewald, Carl. My Little Boy, My Big Girl. Horizon Press, New York, 1962, pp. 35-40. This book contains a number of descriptive incidents that have great appeal to teachers and parents in terms of illustrating relationships of adults to children in controversial situations that deal with prejudice, promises, honesty, value of money, etc. The reader is allowed to draw his own conclusions.

*This article was written primarily by Betty H. Tuck.

The Program Advisor's first response to such questions might well be a question in return to the teacher to encourage her to discover and develop conclusions on her own. A first question might be: What do you know about this child--or these children? How many observations have you made? Can you determine what his pattern of behavior is? What are this child's strengths and weaknesses? What are his interests and needs? Then we can begin to answer "why" the "program" may not have worked, or who needs what learning episodes or even when in the day is the best time to introduce a given activity.

To examine a problem in the classroom the Program Advisor should help the teacher look at a lot of things: the child, the environment, the teacher herself and of course the program planning. Looking at program planning leads to asking how that planning evolved. Planning in a Responsive Program is based on knowing about each child from individual observations. Teachers can become self-reliant in analyzing their own programs if they use the observations developed in their own recordings.

Practicing Observation Skills with Role Playing

Role playing can be used as a technique for analyzing observation skills. One technique requires the Program Advisor to write a one-sentence description of a teacher and three different children on four pieces of paper. Make enough sets so that you can do this three or four times--number each set so teachers will not be confused, i.e.:

Set I Teacher - Nonresponsive, inexperienced, attempting a learning episode.

Set I Child #1 - Passive, separation anxiety, has a book as a prop.

Set I Child #2 - Aggressive but limited speech, active, has "new shoes" or a similar prop with which he tries to get attention.

Set I Child #3 - Active boy with short interest span.

The players introduce themselves by name but do not identify their characteristics. The remaining teachers then choose partners.

Each team of partners selects the teacher or child whose behavior they will observe and record. The players act out their parts for three minutes while the rest of the teachers write briefly what they see. Afterward those who were observing the teacher get together; those observing Child #1 get together, and so on. These small groups then compare notes. First compare any differences of opinion about the description of any one behavior. The person who played each part will be interested in this comparison especially. Does this experience indicate ways in which we see things differently?[2] Second, what did your observation tell you about that child? Do you have enough information to make any kind of judgment or can you only raise more questions at this point? Third, what could the teacher have done to have made the situation into a more meaningful learning experience for these children? Other questions may come to mind to help teachers look at recordings of behavior to get a better feel of how different people perceive children's behavior. They may then be able to see how the use of such observations lead to better planning for classroom activities.

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[2] The film, "Eye of the Beholder," would help to reinforce this concept. This film is available from Stuart Reynold Productions, 9465 Wilshire Blvd., Beverly Hills, Ca. 90212.

Later it may be helpful to discuss separating "interpretation" or "feelings" from the actual or factual situation; e.g., Mario seemed to be afraid to take the truck from John. A clear statement of fact would be: Mario's facial expression was tense as he tentatively held out his hand for the truck John was now offering. (Is he justifiably afraid of John or does he provoke him?)

Visual Presentations of Examples

Another approach to introducing the concepts of systematic recording is to present examples with visual aids, such as a set of transparencies shown by an overhead projector, chalk drawings on a blackboard, or cutouts on a flannel board.

Figure 1, on the following page, is an example of an observation that could be presented with transparencies or a blackboard. The use of the stick figure drawings in the presentation can offer a change of pace and even the opportunity for injecting a bit of humor by poking fun at yourself over "mistakes" made in the past that the perspective of time has helped you to see.

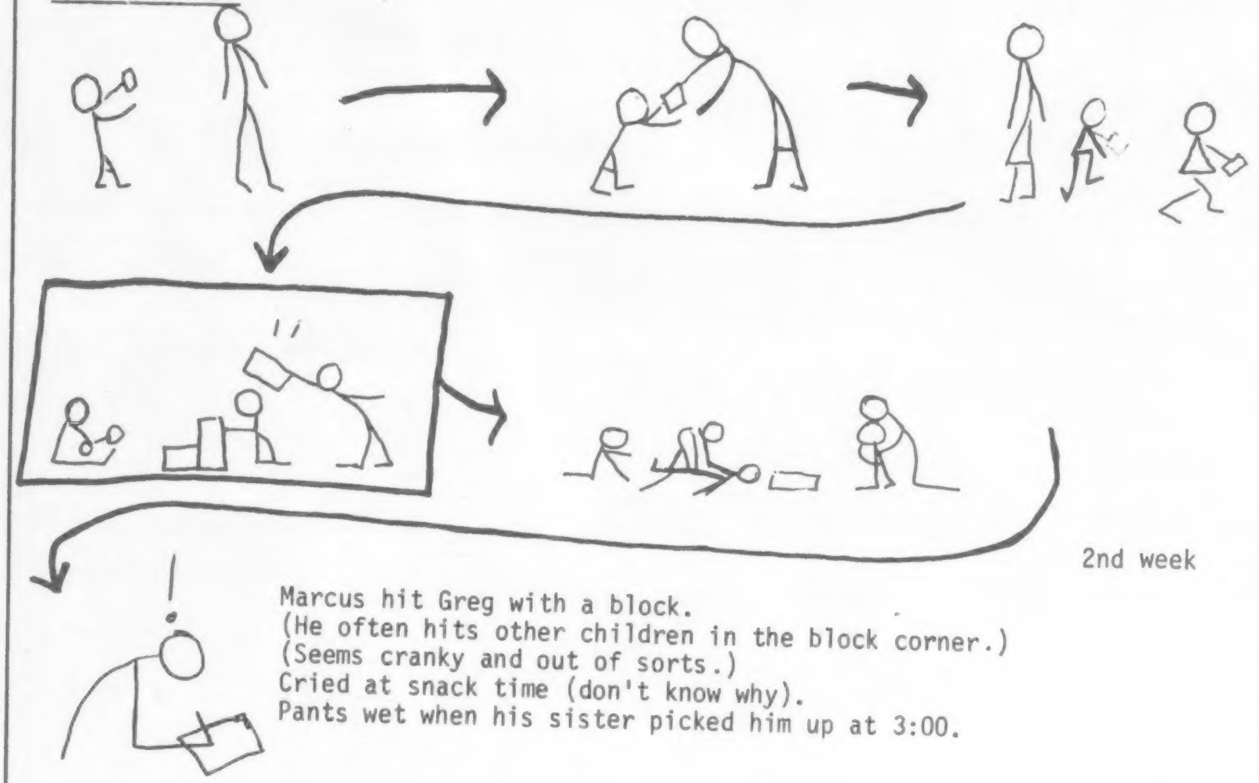
The first drawings in Figure 1 show a teacher responding to a child who presented her with a toy when he arrived at school. She acknowledged the toy but did not "use" the opening to lead him into something with it although in retrospect the cartoon indicates that he was asking for more. The teacher could have used the opportunity to involve him in a conversation or lead into an activity, thereby avoiding the disruptive play that did result when he drifted into the block corner situation. (Among other reasons, the disruption occurred because there were too many children in too small a place.)

When we consider the implications of the recording made by the teacher in the Figure 1 example, we should ask why the child behaves this way. The teacher needs to have access to biographical data that will help her to know the family and the community structure. Is he the eldest born or fourth born? Does he live with his grandparents? What is his health history (anemia, accidents, resistance to disease, etc.)? Are there other pertinent facts (recently moved, mother pregnant, etc.)? All of these facts can be added to the "picture" that the staff can piece together. In the life of a three- or four- or even five-year-old, a week or two weeks is a large block of time and events that transpire during that time can give significant clues to the teachers who want to individualize their program. The staff may not be able to use all of the information collected but the observations should help to sensitize those who work with that child to some of the kinds of pressures he may be feeling. This information can then help the teachers plan more appropriate outlets. The use of outside resources can be used by the staff to help interpret and apply findings; social workers, public health nurses and administrators may be able to contribute significant facts.

FIGURE 1

SYSTEMATIC OBSERVATION OF YOUNG CHILDREN

WHAT HAPPENED



2nd week

Marcus hit Greg with a block.
(He often hits other children in the block corner.)
(Seems cranky and out of sorts.)
Cried at snack time (don't know why).
Pants wet when his sister picked him up at 3:00.

Variations of above all week

TEACHERS' PLAN

1. Move and enlarge block area - add more props (few toys and crowded conditions can be a contributing cause).
2. Make a special effort to respond to Marcus and to offer to let him play a game or to work at the wood bench but also to have some quiet time mid-day.
3. Check with mother on how he has been feeling or other clues to his tension.
4. Consider he is a young four, has recently moved to this neighborhood and has articulate, outgoing five- and seven-year-old sisters.
5. Observe interests and motor coordination as well as relationships with others during next week. Plan to evaluate need for individual attention Friday.

A ditto or a transparency might also be used to focus the discussion on these basic points:

"SECRETS TO SUCCESSFUL OBSERVATION OF CHILDREN"

1. DO IT REGULARLY
2. DO IT ACCURATELY
3. USE THIS INFORMATION TO HELP YOU PLAN

Through knowing the child you can build a Responsive Program.

Methods of Recording

One method of systematic recording is illustrated in the charts in Figures 2 A, B & C. In these charts the teaching staff listed all the names of the children on the left of the page, the days of the week across the top. A page (or set of pages) was hung in each area. (Block corner - reading nook - toy shelf, etc.) The person in charge of that area indicated after the child's name what he did in that area that day and some other factors like weather or length of time spent.

At the end of the week the staff looked at all of the areas. They could tell who had been where and how often. They could make some guess about what the experience had been there. This form can be made more or less elaborate, depending on the teachers.

FIGURE 2 A

MARCH 12th - 16th (Windy + cold)
REGAL AND DON'S CLASS

OUTDOORS (or Block Corner or Dress Up Corner)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rudolf	Sand box all A.M.	Sandbox + ditto	Sand + H_2O.	absent	
Sara	Sand box	bike + climber	bike - Toll bridge game	bike + climber	climber + tent
Marcos	Sandbox	abs.	abs.	bike with ↓	Climber + tent
Amelia	wagon and water play	← ditto	Sand + H_2O.	Wagon and bike train	
John B.	finger paint. (cold)	fingerpaint (fight with John R.)	Sandbox + H_2O throwing sand	Sandbox	
John R.	finger paint.	ditto ↑ fight	bike + toll bridge game - Sara		
Faith	abs.	Sandbox	waterplay	Sand box	
Katy	finger paint.	sand box	Climber + tent	Climber + tent	
Boris	finger paint.	bike + climb	workbench	workbench	

(Blank space means child did not come to that area today)

FIGURE 2 B

WEEK OF MARCH 12
CLASS REGAL AND DON

MANIPULATIVE TOYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rudolf					
Sara	form game 10°	← ditto	← ditto 15°	← ditto 10°	ditto 5°
Marcos					
Amelia	form game 10°-Sara	Puzzles 20°			
John B.	Table blocks 30°	Table blocks 10°	?		
John R.	↑ ditto together		Table blocks 20°	Table blocks Puzzles 20°	
Faith	table blocks 20° left mad		form game 10° fight with Sara		
Katy					
Boris					

FIGURE 2 C

WEEK OF MARCH 12
CLASS REGAL AND DON

	SUMMARY
RUDOLF	Spent a lot of time outside - plays beside but not with others yet not ready to sit long but spent 15° solving 10 piece puzzle
SARA	tries everything - social - eger - Knows □△▭ - may be ready for tracing forms - picking up English - Translates for Regal
MARCOS	quiet this wk. - abs 2x - enjoyed rough play with Sara in tent + on climber. Used book corner + record player a lot. Suggest books to go home.
AMELIA	Busy Busy Busy enjoying messy play. Outdoors except Fri. + then wanted fingerpaint inside. Knows all 6 colors by name. Add shapes next week
JOHN B.	put fingerpaint on John R. - resulted in blows - no prob. but also threw sand. - Keep watch to see if pattern develops.
JOHN R.	Hesitant to try finger paint but enjoyed it. Stood up to John B. when he was smeared. Used table blocks with Don for 3 days - begun numerical concepts 1 2 3
FAITH	in to everything! lively + loud. needs some limits to respect others.... wants help to learn to use the phonograph.
KATY	outside a lot but by herself. - played in play house alone helps with snack
BORIS	outside a lot. skilled with hammer + wants to saw Knows longest + shortest + can use other relational concepts.

The most important point is that the members of this staff (including parents and volunteers) REGULARLY notice and record accurately who was where doing what.

The result of this system of recording and a weekly summary meeting was that teachers knew what individual children could do and were thereby attuned to offering the next step. They also were able to document so-called "deviant behavior" in a more systematic way so that they had a better base for judging what to do about a particular child's needs in terms of planning for classroom activities at his level of ability or in terms of getting additional professional advice.

It is significant to note that the staff that developed this plan stayed with the system all year and have done it again because they felt it was useful.

A Program Advisor might find the use of transparencies especially helpful in a discussion of these sample charts. The teachers can follow a particular child's participation over the week and make some conjecture about what they think the summary observation might be. (A ditto or blackboard could serve the same purpose.) The summary observation presented here need not be used if the group is able to pull enough information from reading the area charts.

In record keeping the use of "phrases," "clue words," "incomplete sentences" is acceptable. Recording is a tool for the teacher and her assistant to plan with--it is not an English composition.

Figure 3 illustrates one other recording technique used in some centers. The staff records information on a 5 x 8 card or a page of binder paper. With each child's name on a card or page the teacher and teacher assistant can run through the pages at the end of a day and date and note significant behavior for that day. After a week it would be important to note who had no "notes," who was "noticed a lot," what kind of "situations" were being recorded, and what the implications of these findings might be (i.e., room arrangement problems, too few activities available, not enough supervision, confusion of routines, etc.).

FIGURE 3

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5 x 8 file card or 8-1/2 x 11 binder paper

SARA ROSEA A.M.

3/16 - worked intensively at learning names of shapes - everyday for a short time - incl. Regal. Good motor coord. A leader - will need to find challenges for her

3/23 - Introduced matrix game - not interested yet - went outside

3/30 - Brought her records from home + remained at phonograph for 3 days incl. other children - sang songs naming body parts in Spanish + Eng. (look up "elbow" in spanish)

One outgrowth of these recordings could be the use of a checklist for a specific skill area so the staff can know at what level to introduce new materials.[3]

After you have selected a recording system for your program, continue to ask yourselves:

1) Do we have enough information to make decisions about planning classroom activities?

2) Are we clear in our recording as to what are facts and what are feelings?

3) How shall we use this information?

For examples and greater detail, an excellent resource is Cohen & Stern's paperback, Observing and Recording the Behavior of Young Children.[4]

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3. See "Individualizing Instruction," Section III C , p. 140.

4. Cohen, Dorothy H. and Stern, Virginia. Observing and Recording the Behavior of Young Children. Teachers College Press, New York, 1952.

TOWARD SELF-CONTROL IN A RESPONSIVE CLASSROOM [*]

INTRODUCTION

Certainly a major goal of any environment being shaped toward responsiveness--whether it is the home, classroom, or community--should be to foster self-control in its children, students and citizens.

A self-controlled person disciplines and manages himself. He has chosen to live by rules and within limits that he makes and accepts because they make his life more satisfying--especially his life with others. It is the problems of interacting with others that are the most difficult to solve. Rules and limits for behavior are guides to the resolution of such problems.

But self-control is an ideal toward which we strive. It is not inborn; it is learned. Sometimes it is learned slowly, if at all. It is not surprising that many teachers trying to start or maintain responsive classrooms see classroom "control and management" as their most pressing problem. Some children are unable to choose to live within limits because they have limited experiences with them.

What can the teacher do about this problem? Should children be permitted time to discover social rules in the same way they are permitted time to discover intellectual rules? We feel that the answer should be yes. Children should be encouraged to learn to set realistic limits for themselves.

Some people worry, however, that allowing time to explore rules for self-control will result in anarchy and chaos in the classroom. This outcome is _not_ intended. The teacher must guide the child toward self-control by first giving him a chance to control himself, but then, if necessary, using techniques such as positive statements of rules and/or redirection to another activity. Finally, if she must, she can use techniques such as holding the child or, as a last resort, isolating him from the group.

We stress giving a child a chance to control himself because we believe we can document the value of internal motivation. It is condescending for adults to control a child who can control himself. We value the techniques of positive and matter-of-fact rule statements and redirection because they are less condescending and dominating than other techniques. We also recognize, however, that order and security are important in promoting an atmosphere of learning, and we realize that other, more directive techniques are sometimes necessary for children to feel secure and to prevent chaos in the classroom. This article is an attempt to clarify some methods for a more responsive classroom control system. (It is understood there should be no place in education for any form of demeaning behavior--making fun of a child, trying to shame him in front of others, or mimicking him.)

Many discipline problems can be avoided altogether if the teacher plans the organization of the classroom and its activities so that it is easy for the child to do the acceptable thing. Anarchy, harmful aggression and destruction are caused by bored, frustrated or angry children. Children are often bored or frustrated because teachers have an inadequate evaluation or understanding of the children's abilities and interests in relation to the activities that are made available. Sometimes the interest and attention span of the children are not what the teacher expected, or perhaps too many children wish to participate in one activity. Responsive teachers must offer challenges which fit each child's level of ability and must use learning processes that are meaningful to that child.[1]

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[*] This article was written primarily by Barry Barnes, with contributions from Francione Lewis and Betty H. Tuck.

The key to classroom control, then, is to plan activities in a way that will avoid discipline problems. The teachers should reassess the needs of each child by rereading anecdotal records.[2] They should provide as much choice as they can with activities. If discipline problems still arise, they then should try the techniques for developing self-control suggested in this article.

This article first discusses what rules and limits are reasonable and sensible in the classroom. Second, it presents a scale of classroom control techniques. The continuum of techniques ranges from provention of discipline problems, the most highly valued technique, to exclusion or isolation of the child, which should be used only as a last resort. Attachment A provides a written and illustrated summary of discipline techniques which Program Advisors may wish to use during the training of staff. Attachment B contains a form which teachers may use as they work on behavior problems.

In the successfully responsive classroom, serious behavior problems are prevented. The children are self-controlled--at least within the classroom setting. There is little or no need to apply any discipline techniques, and the teacher never demeans, hits or threatens a child. When discipline techniques are used, they are used as guides to the discovery of self-control. Of course, in classrooms that are just beginning a Responsive Program children are not expected to be self-controlled to this extent. But we expect growth during the year toward that ideal.

SETTING LIMITS

What Rules Are Necessary?

In setting rules and limits with the children, first think in terms of the kinds of freedoms they need. For example, the freedom to play quietly with a game in a corner implies that there should be a rule saying "Running and shouting are for outside." The freedom to explore a puzzle, build a tower of blocks, and mix your own paints are all related to individual rights. The resulting rule might be that "Children may not destroy or disturb the rights of others."

Limits set by law are very clear examples of protection of your right to live in safety. Examples of these rules are "No running on the stairs" and the procedure for leaving the building during a fire drill.

Setting limits is not optional for the teacher. She must be able to set realistic limits. But she should try to keep them to the few really important ones.

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1. See "Individualizing **Instruction," Section** III-C, p. 140, for a thorough discussion of posing relevant problems.

2. See "Characteristics of Young Children," Section I-D, p. 20.

Also, when the teacher sets a rule or limit, she should be prepared to enforce it even if enforcement requires the use of the acceptable forms of physical force--holding, restraining or removing the child. Stanley Coopersmith found that high self-esteem was associated with enforcement of definite limits while low self-esteem was associated with harshness, permissiveness or wishy-washiness.[3] The enforcement of definite limits also follows the ideas of Haim Ginott who says, "Restrictions, invoked haltingly and clumsily, become a challenge to children and evoke a battle of wills, which no one can win."[4]

Generally, required rules and limits fall into the categories of health and safety and respect for others. Examples of health and safety limits include:

> No running in the room.
>
> No hitting, biting, scratching or kicking others.
>
> No throwing of blocks or toys.
>
> Lining up and going to assigned place at the signal for fire drill.(This is an example of a limit set by law and the school administration.)

Examples of limits that involve respect for others include:

> No demeaning or putting down another person; for example, no name calling--profane or not, no labeling of a child or his work as stupid or inferior, no shaming or ridiculing, no humiliating, no spitting on another person, no laughing at a child when he's hurt.
>
> No threatening, menacing or intimidation of others.
>
> No destruction or marring of others' work or property; for example, no ripping or painting over another child's painting, no knocking down of another child's block building.
>
> No grabbing of a toy or game another child is using.
>
> No stealing of others' property or of school property (which, of course, is for others' use).

All of the preceding are examples of limits required in a responsive classroom. If a child gets out of those bounds, he must be guided or, if necessary, directed back in bounds.

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3. Coopersmith, Stanley. The Antecedents of Self-Esteem. William H. Freeman and Co., San Francisco, 1967.

4. Ginott, Haim G. Between Parent and Child. Avon Books, New York, 1965.

Objectives and Limits

The difference between objectives and limits is that an objective is a goal the teacher is helping the child work toward (for example, learning to hang up his coat when he comes in). A child may choose not to achieve an objective while he is growing toward that objective. An example is eating with the fingers until one learns to use utensils.

With a limit, the child does not have a choice because of requirements of respect for others, health or safety. An example is the rule that children are not allowed to play in the street. Children may not choose to ignore limits.

Limits are always objectives, but objectives are not always limits. A teacher should avoid using the most directive, highly controlling discipline techniques to achieve an objective; she should use them only to enfore a limit.

Unnecessary and Conditional Limits

We have indicated that some behaviors may be unnecessary as limits but desirable as objectives. Many limits are not even desirable as objectives. They are restrictive, directive, and authoritarian, perhaps demeaning. They reduce choices and encourage dependence, and may stifle creativity. They are not merely unnecessary; they are unresponsive.

Chief among these is the common rule that every child must take part in large-group activities, whether a song, lesson, Sesame Street Program, story, rest or even recess. While we recommend offering one or more such large-group times daily, a responsive classroom always lets a child choose another activity. Of course, it is fair to require that he choose a quiet activity (which the teachers provide). This is an example of a conditional limit, a limit that applies only under certain conditions. During story time, a child must play quietly out of respect for others, if he doesn't want to listen to the story. Of course, some classrooms have so many large-group activities that the quiet condition is almost always in effect.

Another common but unnecessary limit in some groups is lining up to go to lunch, the bathroom, outdoors, etc. It is far better to plan a large-group time before recess and end it by dismissing children individually, "Johnny Borges, you may go outside now ... Sally Kina, you may go outside," and so on. Of course, lining up may be a conditional limit when a fire drill or a neighborhood walk is planned.

Other unnecessary limits are related to imposing one set of values on children from homes of differing values. Examples are imposing Christmas pageants on Jewish children and imposing punctuality on people who value time differently. Requiring children to say please and thank you is another such example. The teachers should assess the children's community to identify which behaviors fit. For example, in the community in which you work, is aggression accepted, demanded, rewarded or rejected? Suppose the teacher says, "I can't let you hit. If you don't like what Johnny did, tell him about it." And Tommy responds, "My daddy said, if anyone takes something from you hit him." What's the rule? In order to reduce the conflict between home and school and therefore confusion for the child, the teacher should work with parents and other members of the community to incorporate the values of the home and community into the program.[5] A meeting with parents is a good way for the teachers to discover the values of the parents and work with them to develop some common objectives and limits.

Unnecessary limits have the same effect that prohibition had: they teach hypocrisy and disrespect for law.

What Teachers and Assistants Should Do About Setting Limits

- Begin by writing down your present limits, being sure to include the limits required in a responsive classroom as well as health and safety limits.
- Identify the unnecessary limits and eliminate them or convert them to objectives.
- Write down additional behavioral objectives, if needed.
- Determine conditional limits.

The limits, conditional limits, and objectives should be written so they are statements of what to do rather than what not to do. (These positive statements are also examples of the technique of redirecting children to acceptable activities.)

LIMIT	POSITIVE STATEMENT (what child hears)
We cannot allow -	We would direct a child to -
-spitting in the room	-spit in the sink
-throwing of blocks or toys	-build with the blocks -keep the toys on the floor (or table), etc.
-running in the room	-walk in the room
-hitting, biting, scratching, kicking	-keep hands (feet) to yourself "I can't let you hit Sally. If you are angry, tell her in words."
-grabbing	-"Ask Johnny for the pegboard."
-calling another child or his work stupid or inferior	"Sammy's painting in his own way. His way may be different, but it's o.k."

The teacher and assistant should discuss the limits with each other and with volunteers, parents, Program Advisor, and principal. If necessary, the limits should be revised. Teachers should also consider revising limits after they have observed and evaluated their classrooms. After the teachers have set their limits, they can use techniques from the discipline scale to enforce them.

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[5] See "Culturally Different Children and Responsive Classrooms," p. 202.

THE RESPONSIVE DISCIPLINE SCALE

The following section of this article describes a range of techniques that can be used to achieve classroom control. The techniques include:

Techniques for preventing problems
- Planning a good program
- Being aware of the community
- Modelling positive behavior
- Noticing and commenting on good behavior
- Anticipating problems

Techniques for dealing with discipline problems
- Intentional ignoring to help children solve the problems themselves
- Open-ended questions to help children discover the rule
- Positive statement of the rule
- Redirecting the child with an open-ended choice
- Redirecting the child with a limited choice
- Redirecting the child with no choice
- Mild physical force
- Strong physical force
- Getting help from other adults in giving the child individual attention
- Using external reinforcements
- Isolating the child or excluding him from the group

Unacceptable techniques
- Demeaning the child (insulting or cynical remarks)
- Hitting or hurting the child

In a successfully responsive classroom, discipline problems are prevented or dealt with by the use of techniques at the top of the scale, and the techniques at the bottom of the scale are not needed except on rare occasions and with only one or two children. The unacceptable techniques are never used.

THE RESPONSIVE DISCIPLINE SCALE:
PHASE I - PREVENTION OF CLASSROOM DISCIPLINE PROBLEMS

A balanced, interesting, individualized program is the only way to prevent discipline problems. Until such a program is developed, using the discipline scale may be like holding a lid on a steaming pot. Only a good program can really put the fire out.

Administrative Prevention

The school administration is often thought of only as a resource for handling problems. Actually its primary function should be to prevent them. School administrators can attempt to match teachers and children. They can provide materials, equipment, supplies and adequate facilities. They can see that twins are enrolled in different classes if necessary. They can try to prevent long tiring bus rides. They can provide special education for children with handicaps or emotional problems. They can waive restrictive rules on times the playground can be used. They can provide planning time. They can provide in-service training. They can provide school psychologists and social workers. They can see that problems growing out of hunger, fatigue or sickness are solved (Project Follow Through, of course, has broadened these preventatives). The administration will need help in identifying your priority needs.

Techniques for Prevention by Teacher and Assistant

However skillfully the administration prevents discipline problems, the teacher and her assistant will need to practice prevention. In addition to providing a good program, there are several preventive techniques every responsive teacher should follow.

First, the teacher may prevent much conflict and confusion by thinking of her role as guiding the behavior of the children under her charge, in a new way. It is recognized that parents have the right to govern a child's behavior because they nourished and nurtured him. Many believe teachers would be more successful with children if they recognized their obligation to earn the right to guide the child's behavior. Merely receiving a credential or a teaching position does not establish this right. Children must want to cooperate with the teacher, her policies and her rules. Children will want to cooperate if they feel the teacher is someone who cares about them, their values, beliefs and attitudes. Teachers should create relationships with the children and the community which afford each an opportunity of being involved with the other in a range of experiences.[6] Though reading books, asking questions of parents, assistants, etc., are helpful, it is most informative to immerse yourself into the experience and culture of the students by attending churches; going to local eating establishments, record shops, recreation facilities, political activities, poverty program meetings; socializing in homes; and so on. Elliot Liebow's[7] experience exemplifies the manner in which one person attempts to become aware of the struggles, concerns, and interests of members of another ethnic and socio-economic group through absorption into the life style of that group. Often, classroom or individual chaos reigns because the teacher's frame of reference is unlike that of the child, his family or the community being served.[8] Thus, suspicion, hostility, antagonism and fear exist because the teacher is viewed as a representative of power rather than a person who is believable as a friend--one who is concerned and interested in the things which are important to the child.

Second, the teacher and assistant should be models or example-setters. If they say "please" and "thank you," never harm or degrade others, help pick up, use appropriate language, share, and keep their word, children are likely to copy them. The teacher and assistant should be examples for their own limits, conditional limits, and objectives.

Third, the teacher and assistant should notice and comment on good behavior, behavior that illustrates the positive statement of a rule:

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[6] Wilcox, Preston R. "Teachers Attitudes and Student Achievement." A paper delivered at a workshop entitled "Teacher Attitudes and How They Affect Learning," on June 16, 1966, at Muskegon Heights High School Muskegon, Mich.

[7] Liebow, Elliot. Tally's Corner: A Study of Negro Streetcorner Men. Little Brown & Co., Boston, pp. 10-17, 236+.

[8] See "Culturally Different Children and Responsive Classrooms, " p. 202.

> "I like the way you asked Johnny to share the pegboard."
> "I'm glad you told Sally you liked her painting; that makes Sally feel good."
> "I like the way you always walk in the room."
> "Thank you for cleaning up the spilled juice; that certainly helped me."
> "You really can hammer nails." (An acceptable aggressive activity to which a hostile child was redirected.)

However, remember that attention should be personal and private (it should not be announced to the class); it should be immediately related to the behavior; and it need not be frequent. Try to notice some good behavior for every child. In addition, the statements, as illustrated above, should be specific rather than global. Avoid such broad statements as, "You are wonderful" and "That's the best picture I have ever seen."

Finally, there are several prevention techniques that can be called anticipation.

One is advance notice. For example, "We'll be going outside (or to lunch) in five minutes." Another is smooth transitions between activities. One example has been given about dismissing children one at a time. Another is the imaginary train where children "get on board" and move to another activity. Other anticipation techniques depend upon the teacher's knowledge of children. She can guide a restless child to an activity or she can move to an area where conflict is likely.

THE RESPONSIVE DISCIPLINE SCALE: PHASE II - DEALING WITH PROBLEMS

Anticipation is a good thing, but there can be too much of it. Some problems should be allowed to develop (no bloodshed, of course). If every problem is nipped in the bud, children may never have a chance to discover for themselves how to solve interactional problems loaded with emotion and feeling. These are problems at least as important as word recognition or addition facts and the same principle of allowing for discovery learning applies to them.

Intentional ignoring is the first and least directive technique to use in solving the problem. Many problems solve themselves. Behaviors that are ignored (that is, that have no effect) tend to disappear. Unfortunately, although you may ignore them, the other children may not. If so, ignoring the problem will not work and the teacher will have to intervene. But before she states the rule positively, she allows time for the child to discover it. Her first statements should be open-ended: "What can we do about it?" "What seems to be the matter?" "You can settle it for yourself." Wait for children to respond and accept their wording of the problem and the rule. Give them a chance to settle it themselves. Such non-direction may lead to a discussion about how each child feels about the incident. Accept their feelings. It is all right to get angry.

If open-ended questions fail, try the more directive yes-no technique, "Do you think I should let you grab Johnny's game?" If the answer is yes or there is no answer, the next step is a positive statement of the rule: "Please give the game back to Johnny; ask him if you can play it with him." Again, you can ask how each child feels about it or ask a "What if" question. "What would happen if I let children grab each other's toys?" Such responsive questions allow for discovery learning, divergent answers, and creativity. They are always appropriate.

After a problem develops, and some should be allowed to develop (enough will probably happen naturally--even in the best of classrooms), our discipline scale is (1) to allow for discovery of solutions by ignoring, (2) then by open-ended guiding, (3) then to give a positive matter-of-fact statement of the rule. The next step in the scale is to give the child an open-ended choice to redirect himself. This choice is implied when the teacher states the rule. Thus, after stating the rule, allow a moment for the aggressive child to ask for clay or the punching bag or to be read to. If this doesn't work, state the rule again and then say, "What would you like to do?" Then say, "You can hammer nails or play with clay. Which would you like to do?" This is redirecting the child with a limited choice.

If no acceptable choice is made, you must now be prepared to take a serious step--remove his freedom of choice. "There is room for you at the clay table. You may play with the clay." If you have to go this far, you will frequently have to go on to use physical force to enforce the limit. But never use force out of anger. Acceptable physical force can either be mild: a guiding hand, a light touch; or it can be strong: holding, restraining and removing a child. Jeannette Galambos has summarized the difference between holding, which is acceptable, and hitting, which is unacceptable:

> The difference between hitting a child to stop him, and *holding* a child to stop him, is tremendous. When a teacher hits, she is taking very unfair advantage of a child. When she holds, she is protecting him as well as controlling him. These are two very different methods, even though the holding may have a fairly physical look to it. Rarely, a teacher may find it necessary to hold a child's arms if he tries to strike her, or grasp his chin if he tries to bite her, or place her ankle over his leg if he tries to kick her. If she does this only to control his action...he is safe. They will both come out of the storm able to work together and with respect for each other.[9]

We would only add that while holding, restraining or removing a child, you matter-of-factly state the rule he must learn to live with. "I can't let you hit me. If you are angry, tell me in words." This will help him to associate your action with the reason for it.

THE RESPONSIVE DISCIPLINE SCALE: PHASE III - DEALING WITH PROBLEMS

Generally speaking, you should be able to move through Phase II of the discipline scale with each problem child and with the class as a whole from day to day, using techniques that are less controlling and giving children more choices and less direction. For example, a child who was held yesterday will probably need only mild physical force or redirection today. Tomorrow a matter-of-fact statement of the rule may be enough to bring about acceptable behavior. Eventually, the child's problems can be anticipated and he should move into Phase I, becoming self-controlled.

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[9] Galambos, Jeannette W. *A Guide to Discipline*. National Association for the Education of Young Children, Washington, D.C., 1969, p. 21.

However, there may be persistent and severe problems. These may be found in children who do not show growth toward self-control, and who frequently require enforcement of your limits.

Constant problems require constant individual attention. The teacher or assistant may be able to provide individual attention for a short time. Probably an additional person will be required for a while. This may be a person from the school's or district's staff, but a more likely source is a parent or volunteer. Help from a parent or volunteer is an extremely valuable service. The beginning of school is a critical time, comparable to beginning a career or marriage. The effects of help at this time are usually permanent.

The first step in individual attention is to apply the discipline scale. The parent or volunteer will have to be trained to follow the scale as well as to be responsive to the child's activities. This task is easier said than done and presents serious training problems. But even relatively unskilled individual attention is effective. The mere fact of constant supervision is a strong deterrent. And being responsible for only one child eliminates many distractions.

However, if this help is impractical or fails, we are prepared to use behavior modification, considering it preferable to isolation.

In behavior modification, external reinforcements such as grades, stars, treats, teacher withdrawal of attention, and making contacts with the children are used to motivate a child until he learns intrinsic motivation to self-control. This approach is powerful and relatively simple to learn; however, teachers should be trained to use it by someone skilled in the philosophy of behavior modification.

A Responsive Program prefers not to use this technique because it is manipulative, moving from extrinsic to intrinsic or natural reinforcement. We assume that a child may enter school intrinsically motivated (wanting to do things because he thinks they are valuable); that is, his behavior is reinforced by natural consequences. We would move toward external reinforcement only after clear evidence that a child was not reinforced by natural consequences. We think it is demeaning to use rewards to make children behave in ways they would behave anyhow. However, behavior modification is an acceptable technique under certain circumstances. And it is certainly more acceptable than isolation, the last step on the responsive discipline scale.

Two points are important to remember about behavior modification. It can involve a variety of reinforcers, such as candy, a favorite activity, or stars. The only reinforcer that is recommended for use in a responsive classroom is social reinforcement, that is, the attention of an adult at the right time. If other reinforcers such as candy are used with one child, the other children will expect the same kind of rewards and the notion of a Responsive Program based on doing something for its own sake is gone. The research that has been evaluated on behavior modification indicates social reinforcement is all that is necessary with young children.

The second point to remember about behavior modification is that special training is required. The general idea is to observe the child closely, ignoring the behavior you do not want and giving the child attention each time he moves toward the behavior you want. In technical terms the ignoring is helping to extinguish the undesired behavior and the attention will reinforce the desired behavior. But all too often the child receives attention only when he misbehaves, so he misbehaves to receive the attention. This general description, however, oversimplifies the process so we recommend that you ask a psychologist for help before using behavior modification. A good reference is B.F. Skinner's Science and Human Behavior.[10]

Isolation or excluding the child from the group can be short-term and temporary or long-term and permanent. Short-term exclusion, such as sending the child to the principal, is common. Like behavior modification, it may be more practical than individual attention and may have to be used instead. If it is used, however, it is an expedient and not an ideal.

Isolating a child for a short time, to allow him to settle down to the point where he can return to the classroom, does not mean placing him in a small empty room or cubicle--it is not punishment. It is done for the welfare of the child and the classroom. If possible, the best technique is to have an adult remain with the child; if this is not possible, the space should be equipped with some games or toys so that the child has something to do.

Transferring a child to another classroom is a permanent form of exclusion. Both transfer and exclusion are confessions of weakness, signs that our classroom is not ideally responsive. But they may occasionally be the better part of valor.

UNACCEPTABLE TECHNIQUES

A few techniques are unacceptable under any circumstances. These include hitting or hurting the child or demeaning him. Basically, demeaning behavior is a lowering of self-esteem. Its opposite, positive reinforcement of the child's self-image, should be stressed in a Responsive Program.

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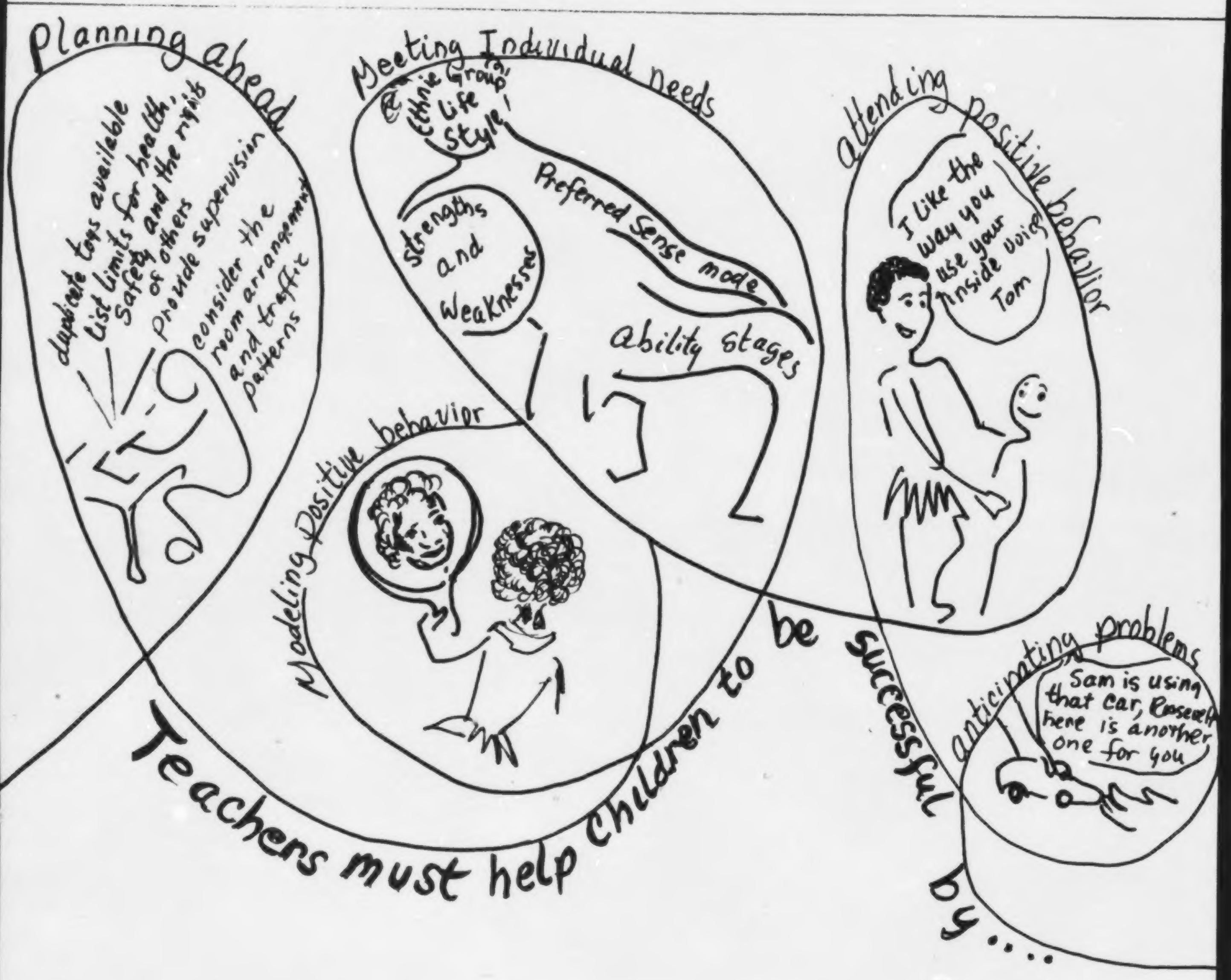
[10] Skinner, B.F. Science and Human Behavior. Macmillan Co., New York, 1953.

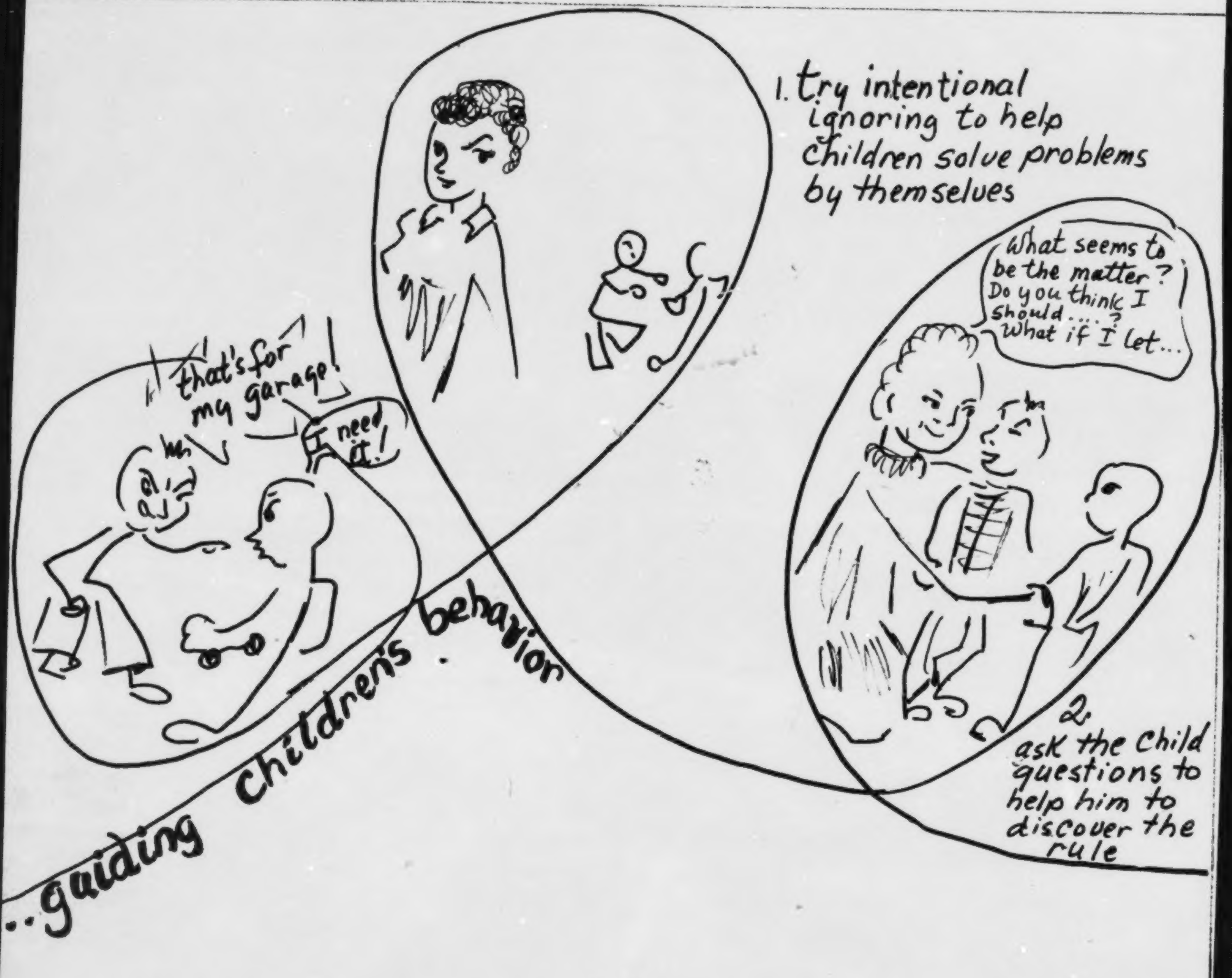
ATTACHMENT A:

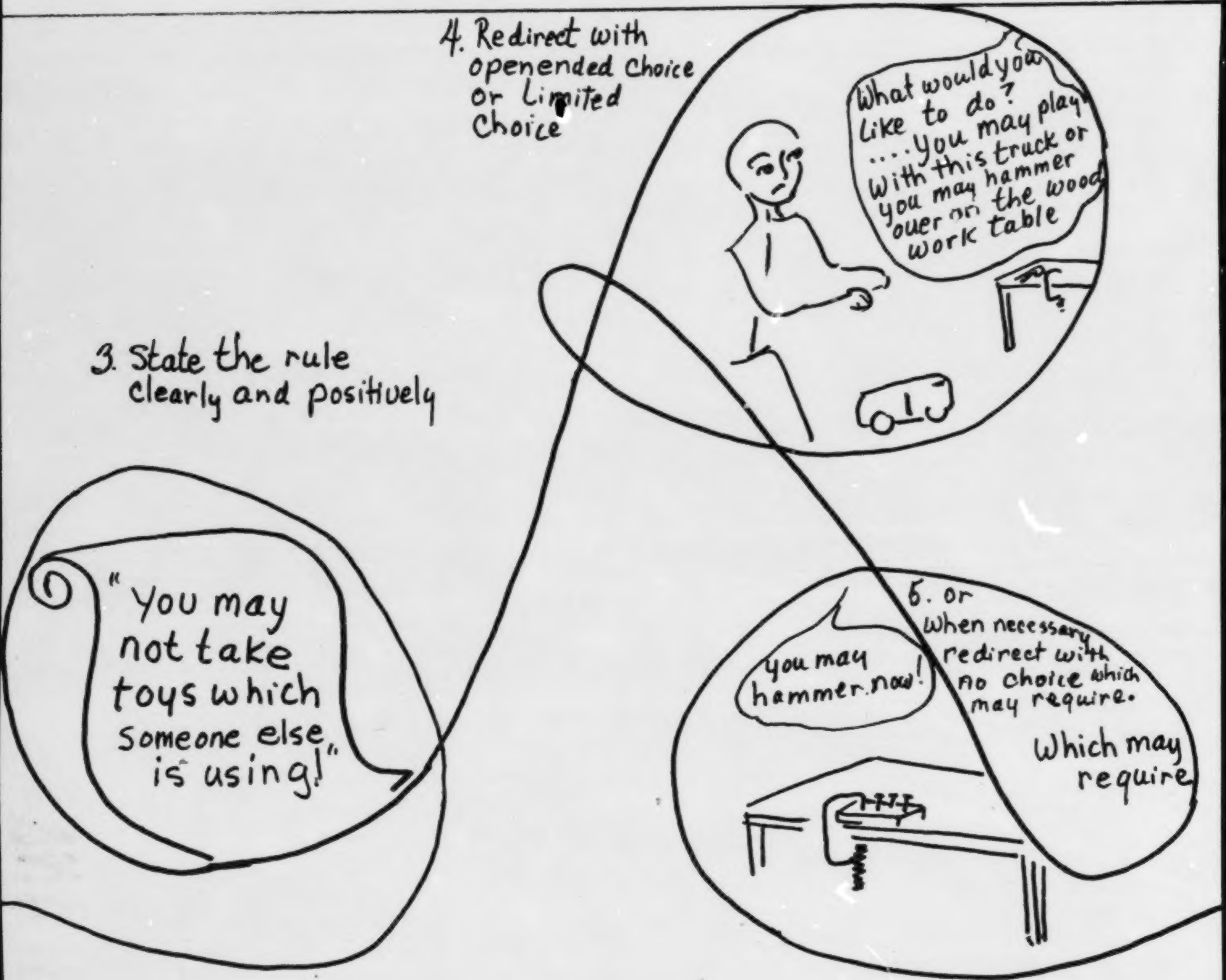
RESPONSIVE DISCIPLINE SCALE - A GUIDE FOR ADULTS TO USE WHEN WORKING WITH YOUNG CHILDREN

The following is an illustrated version of a discipline scale. It is developed with the notion that guiding behavior may be seen on a continuum, with adult-imposed control at the low end and the child's self-control at the high end. The beginning shows the more responsive techniques of guiding children's behavior. Toward the end are procedures which teachers may use when circumstances (the teacher's skill or the child's actions) indicate the need for a more structured approach.

A Program Advisor may make transparencies with the illustrations for the overhead projector to use as a guide for workshop discussion of a responsive approach toward guiding children's behavior. The teacher may display the illustrations in sequence across the bulletin board in the class room to guide other adults in the easy, consistent use of this approach and to communicate the process to parents. To post the cartoons, trim the edges off the margins and match the lines which connect.


Planning ahead
duplicate toys available
list limits for health, safety and the rights of others
provide supervision
consider the room arrangement and traffic patterns
Meeting Individual Needs
Ethnic Group, life style
strengths and weaknesses
Preferred Sense mode
ability stages
attending positive behavior
I like the way you use your inside voice Tom
Modeling positive behavior
anticipating problems
Sam is using that car, Roseell here is another one for you
Teachers must help children to be successful by...


..guiding children's behavior
that's for my garage!
I need it!
1. try intentional ignoring to help children solve problems by themselves
What seems to be the matter? Do you think I should....? What if I let...
2. ask the child questions to help him to discover the rule

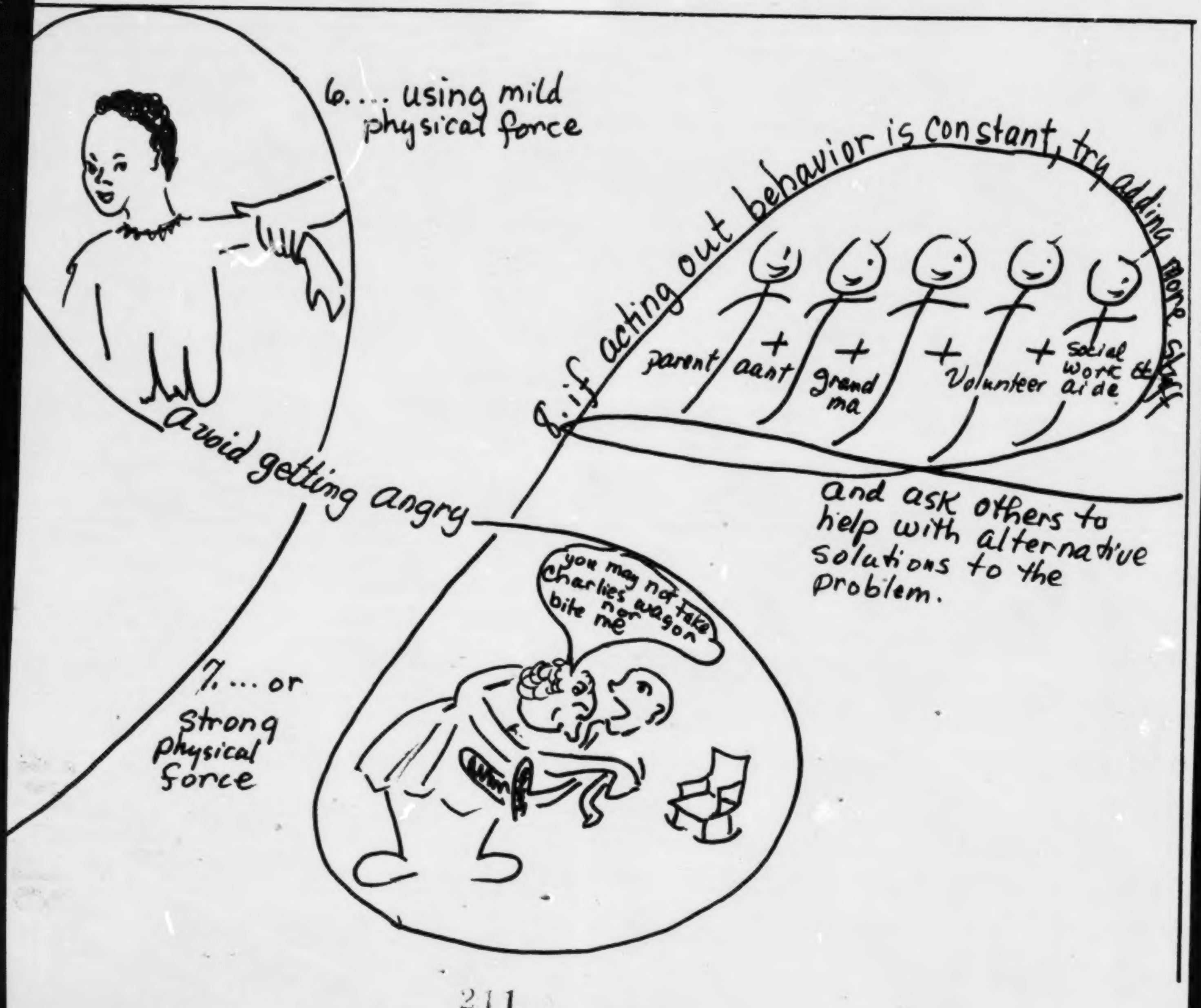

"You may not take toys which someone else is using!"
What would you like to do? ....You may play with this truck or you may hammer over on the wood work table
You may hammer now!

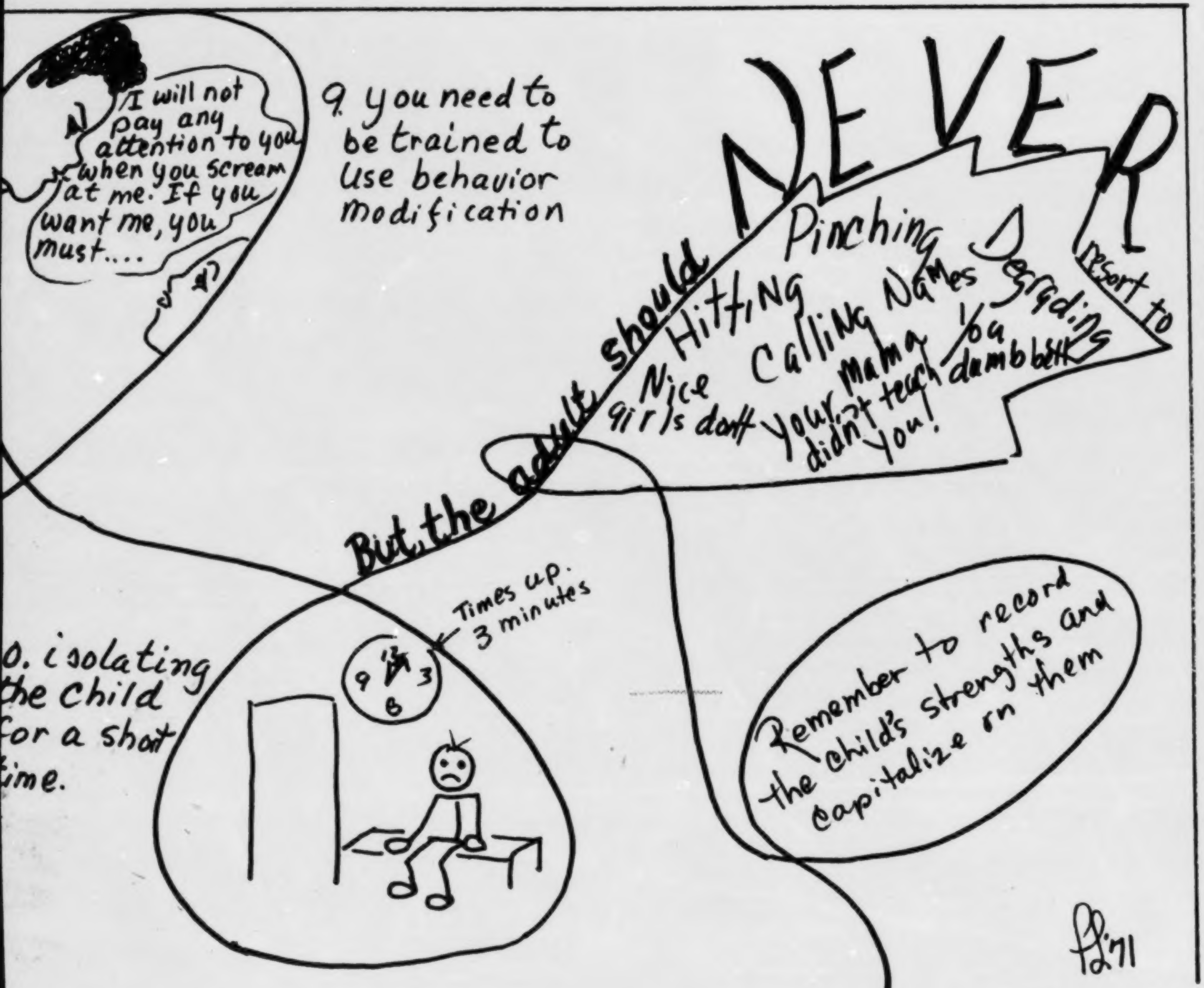
3. State the rule clearly and positively

4. Redirect with openended choice or Limited Choice

5. or When necessary redirect with no choice which may require.

Which may require


6. ... using mild physical force
avoid getting angry
8. if acting out behavior is constant, try adding more staff
parent + aant + grand ma + Volunteer + social work aide etc
and ask others to help with alternative solutions to the problem.
you may not take Charlies wagon nor bite me
7. ... or strong physical force


I will not pay any attention to you when you scream at me. If you want me, you must....
9. you need to be trained to use behavior modification
NEVER
But the adult should
resort to
Pinching
Hitting
Degrading
Calling Names
Nice girls don't
Your mama didn't teach you!
You dumb bell
Times up. 3 minutes
12
9
3
6
0. isolating the Child for a short time.
Remember to record the child's strengths and capitalize on them
PL '71

ATTACHMENT B:

DESCRIBING CHILD BEHAVIOR

NAME____________________________ AGE______ HOW LONG IN SCHOOL___________________________

	"NEGATIVE" BEHAVIOR		ASSUMPTIONS	ATTEMPTED SOLUTION	EVALUATION
	WHAT	WHEN	REASONS FOR		SUCCESS - FAILURE
DATE					

ADDITIONAL FILMS AND FILMSTRIPS

(Available for free loan unless otherwise indicated)

"Organizing Free Play"*
"Discipline and Self-Control"*
"Jenny Is a Good Thing"**
"Planning a Creative Environment"
"Head Start"

Available from:

Modern Talking Picture Services, Inc.
16 Spear Street
San Francisco, California 94105
Attention: Mr. William Schweizer

or

Modern Talking Picture Services, Inc.
Suite 4, 200 "L" Street, N.W.
Washington, D.C. 20036
Attention: Mrs. Marie Denis

*Request Discussion Guide and Manual from:

The Office of Child Development
Department of Health, Education and Welfare
Washington, D.C. 20202

**Request Discussion Guide from:

Miss Sue Sadow, Head Start
111 - 18th Street, N.W.
Washington, D.C. 20506

"Setting the Stage for Learning"
"Learning Through the Arts"

Available from:

Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

"Setting Up a Room:
Creating an Environment for Learning"

Available from:

Campus Films Distributors
20 E. 46th Street
New York, New York 10017

$20.00 preview fee

"If I Were an Animal"
"Water Is Wet"

Available from:

Three Prong T.V. Productions, Inc.
Suite 1002
1525 E. 53rd. Street
Chicago, Illinois 60615

"Overview of Inservice Training for the Responsive Program"
Description of the Parent/Child Toy Lending Library

Filmstrips:

"Overview of the Responsive Program"
"The Responsive Program for Young Children and Their Parents"
"Responsive Primary Program"
"Parent/Child Toy Lending Library
"The Learning Booth"

Available from:

Far West Laboratory for Educational
Research and Development
Education for Young Children
1 Garden Circle
Claremont Hotel
Berkeley, California 94705

CULTURALLY DIFFERENT CHILDREN AND RESPONSIVE CLASSROOMS:

WHAT IT IS?*

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*This article was adapted from a paper entitled "Competing Frames of Reference" which was written primarily by James A. Johnson, Jr. with contributions from Francione Lewis, Ken Shuey and Glen Nimnicht.

If a man walks like a duck,
talks like a duck, eats
like a duck, and is seen
frequently in the company
of ducks, then I must
assume that he is a duck.[1]

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[1] Paraphase of comments made by the late Senator Joseph McCarthy, mid-twentieth century.

"A person who is prejudiced against Negroes (sic), for example, cannot 'see' a Negro (sic); he can only see 'Niggers' and decide that they are whatever his closed system predetermines them to be. He acts toward them as if they are what his system makes them...We *act* (italic's the author's) on the basis of what we 'see.' If we 'see things' one way, we act accordingly. If we see them in another, we act differently."[2]

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[2] Postman, Neil & Weingartner, Charles, *Teaching as a Subversive Activity*. Delacorte Press, New York, 1969, pp. 120-121.

BACKGROUND

Teachers and teacher assistants who have worked in Responsive Program classrooms have asked for more information on Black and Chicano and Native American and Puerto Rican children from low-income families. They believed they would need this information because many people feel that non-white children cause trouble for teachers in classrooms. Some feel they need help in techniques of managing and controlling classrooms. Some feel they need help with children who appear to be aggressive or very, very active; or with children who seem to pay attention for no more than a few minutes.

We think that adults who have these ideas or feelings may not have a clear picture of non-white children. For we believe that non-white children are no harder to manager and control than non-ethnic-minority children. We also have noticed that many teachers say that a whole group of children are behaving badly, when, really, the problems come from one, two or three children in a class of 25.

It is important to understand that children with emotional difficulties, children who are restless or overactive, and children who are aggressive can be found in every racial or ethnic group. Therefore, if an adult thinks that these types of "troubles" arise because a child comes from a special racial or ethnic group, and that adult thinks that lots of extra information about that special group would help solve his problems in working with that youngster in class, that adult is in error.

Every adult who works in the Responsive Program should be sure that he is not starting out with ideas about low-income, non-white children as learners or as individuals. For any racial or cultural or social "stereotypes" that have been built up ahead of time will probably spoil any chances for success for children who show signs of "bad" behavior in classroom situations.

The main reason for teachers and assistants to know more about non-white, low-income children and their backgrounds is NOT to improve classroom control, but to help the adults become more responsive to children and their particular needs. Each child must be seen as a unique human being.

In a different section of this notebook[3] some suggestions to improve educational programs for Black children are offered. The bases for some of those suggestions follow.

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3. See "Responding to Black Children: Some Suggestions for Beginning the School Year," p. 166.

1. White middle-class institutions are unfamiliar places to many ethnic-minority children and are run by people who think and act different from what these children understand, so that often...

    (a) children cannot meet the standards (which are not relevant to them) but are set by the traditional school system, and

    (b) children have real trouble being comfortable in classrooms that require them to think and act in what are often strange ways.

2. Educational activities should come out of, and strengthen, the child's own experiences and should help him to know his own history and culture.

3. Staff members who come from a different background should look at themselves deeply to see how much they know or can learn about the cultural and social environments of the children they're working with.

4. Staff members must understand, respect, and like the strengths that the community has; they must also recognize and respect the life styles of people who live in the community.

That same section of the notebook suggests classroom activities that fit into the children's experiences and culture.

In our work with teachers, parents, and others in the Responsive Program, we have tried to make clear these ideas:

1. Each person sees "reality" through his own eyes and through his own previous experiences. An Eskimo views snow very differently from someone who lives in a temperate climate. An automobile driver sees a busy intersection very differently from a pedestrian hurrying to cross the street.

2. If a person thinks that living the way "middle-class" people do is the "right" life style, he will easily be led into thinking that people who don't live that way are "culturally deprived."

3. Middle-class culture - which can be found in most schools - has certain goals in terms of time, space, orderliness, work, etc. But when a school serves many, many pupils who have not grown up with those middle-class goals, the people who work in that school should change the goals to goals that make sense.

4. Those who educate non-white children should not try to train non-white parents to behave like white parents. They should not train non-white children to reject the language of their home community. And they should not try to make non-white children and their parents believe that there is something wrong with being what they are.

Here is another group of ideas that we have worked on during our discussions with teachers and others who work in the Responsive Program:

1. Many people see the population of the world as the white and non-white. Therefore, a lot of people have come to think that non-white people are "non-this, non-that, and non-the-other." (See Attachment A, page 215.)
2. Books and other curricula materials (films, filmstrips, etc.) usually offer a narrow point-of-view, because very often nothing of value to mankind seems to have come from ethnic minorities in these materials.
3. Schools seem to feel that it is all right to make non-white children change their behavior so that it will be like that of white middle-class children.
4. The varied non-white communities have many different life styles and each of those life styles must be respected. (See Attachment B.)
5. The teacher must try to understand the frame of reference through which non-white individuals look at the world.
6. The teacher must see that the job of educators is to promote the culture of the child and not that of the teacher.
7. Staff members must work individually and in groups to discover the nature and needs of the children with whom they are working.
8. Adults working in a Responsive Program should:
    - (a) identify their own attitudes;
    - (b) look for all available facts;[4]
    - (c) compare and contrast their own attitudes with the facts;
    - (d) learn which of their attitudes need to be changed and which need to be strengthened;
    - (e) find out what parts of the Responsive Program require certain changes in their personal attitudes; and
    - (f) help set goals for the program that are based on the best available facts.

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[4] See "Gaining Insight...into Some Effects of Encounters of Black People with the American Culture: A Bibliography," p. 220.

Statement of the Problem

We are not trying to say that those who work with ethnic-minority children and youth should be criticized. Instead, we think there may be three possible areas where problems might be found: among educators, among non-white pupils, and in the "evidence" of which educators are aware.

It seems likely that much of the misinformation that educators work with comes from: (1) being party mis-educated; (2) being members of a racist society; (3) not having enough knowledge of ethnic peoples; (4) believing that different cultures must give way to one "majority" culture; and (5) being afraid of the unknown. (See "All Things Being Equal" - below.)

We feel strongly that the roots of the problem are not found in the behavior of ethnic-minority children and youth. We believe that the problem grows out of the information that educators have about ethnic-minority children and the way this information causes educators to behave when working with those children.

Our feelings come from these assumptions...

All Things Being Equal

1. People see and hear and take part in millions of events and facts every day.
2. People prefer ease to difficulty.
3. People select events or facts that have meaning to them.
4. People use past experiences to help them understand new events or facts.
5. People prefer familiar things to things that are unfamiliar.
6. If people compare a new event or fact with a familiar one from the past, they usually imagine that the new thing has many of the characteristics of the item or situation they knew about before.
7. People try to change painful experiences into experiences that are more pleasant.

Maybe we can make these assumptions easier to understand if we tell a story which we'll call "A Date with Harry." Here it is:

Assumptions	Example
1. People see and hear and take part in millions of events and facts every day.	1. Exposure. You are a Program Advisor. It's Monday morning and you are at work. Among other things

Assumptions (continued)	Example (continued)
	you have a pile of reports to read, a list of calls to make, several reports to write, four classrooms to visit, a batch of materials to deliver to teachers, meetings and conferences that you must attend, a weekly workshop on Thursday for which you must prepare, your first date with Harry tonight, your sister's birthday gift to buy, a dental appointment Tuesday, a pill to take at three, a work-luncheon with the Head Start Director at 11:30, and a parking meter into which you must feed nickels every hour.
2. People prefer ease to difficulty.	2. Ease. You decide to read the reports tomorrow night, get your secretary to make some calls, write the reports next week, visit the classrooms that have "urgent" problems, send the materials by messenger, beg off on some of the conferences and meetings, use the Socratic method" at the upcoming workshop, invoke the Protestant sex ethic with Harry, give your sister a check, cancel your dental appointment, take your pill now, arrive at the luncheon a little late (let her wait for me!), and risk not getting a ticket.
3. People select events or facts that have meaning to them.	3. Select. You go through your day thinking about Harry.
4. People use past experiences every time they try to understand new events or facts.	4. Past Experience. You compare Harry with Tom and Richard. You remember what Rosie said about him.

Assumptions (continued)	Examples(continued)
5. People prefer familiar things to things that are unfamiliar.	5. Familiar. You take the afternoon off and go home to take a nap (so that you will be fresh tonight). You get up at five and go through your by-now-familiar routine: lay out your clothes, bathe, dress, put on your face, do your nails, etc.
6. If people compare a new event or fact with a familiar one from the past, they usually imagine that the new thing has many of the characteristics of the item or situation they knew about before.	6. Project. It is 6:30, and Harry has not yet arrived. You invent reasons for Harry's lateness. Traffic jam...Worked late...Emergency meeting...
7. People try to change painful experiences into experiences that are more pleasant.	7. Convert. It's now 11:00 p.m. Harry has neither called nor arrived. You are angry at Harry but refuse to admit it. You pace the floor. You have a sick feeling in the pit of your stomach (hunger?.. anger?..anxiety?..). You put a T.V. dinner in the oven...Look at T.V.....read the paper...eat the T.V. dinner...go to bed...CAN'T SLEEP!!!!

Questions:

1. What role did Harry play in this story?
2. Why did the Program Advisor feel that she needed to prepare so carefully for her date with Harry?
3. Why was she - even at 11 p.m. - still not willing to accept the idea that Harry did not care about her?

Perhaps the whole problem was in her own thinking. She had decided to: (a) set up her own plans; (b) follow her own behavior patterns; and (c) try to face her worries in ways that she felt were suitable for her.

We feel that the Program Advisor was not facing the real world as it is. There *was* a Harry, but he existed only in her mind.

Now what does this little story have to do with the way teachers work with and feel about young children? We believe, simply, that the *idea* of ethnic-minority children who are supposedly too active or too aggressive, who don't pay attention in class, or who are emotionally troubled is nothing but an idea that exists in the minds of those who talk about these kinds of classroom problems.

In a recent two-part experiment,[5] first rats and then ethnic-minority children were studied. In the first part, some people were told that a group of rats had been bred to be 'super-intellectuals," but there were no facts to prove this claim. Then these people watched those rats and another group of rats. They reported that the "super-intellectual" rats performed much better than the other rats, even though there was no known difference between the two groups.

The experimenters decided that if this idea worked with people watching rats, the same idea would work with adults who work with ethnic-minority children. Therefore, they tried the same type of experiment with some teachers in the primary grades in South San Francisco, California.

They gave the teachers names of some ethnic-minority children who were, supposedly, "late bloomers" and who would show bursts of intellectual growth during the school year. They also gave them names of children who were not expected to push ahead intellectually. Of course, none of this information was true. But the teachers believed what they had been told and reported that the children that they thought would move upward did so. And the children they'd been told would not move ahead did not. This example shows what is called a "self-fulfilling prophecy." People become what they are expected to become! People are what people expect them to be!

In both cases, an idea was "planted" in the minds of those who would be watching rats or children. Then the people looked at them and found what they expected to find, but the findings actually were not at all "real."

It is quite likely that:

(1) Harry thought his date was somewhat too eager and he lost interest in her; so he just didn't bother to show up. (Perhaps she had revealed some of her feelings to him on the phone earlier?)

(2) The rats all behaved the same way, but the people watching them "saw" them behave "differently" because of the information they'd been given.

(3) The children's classroom "achievement" was influenced by the information that had been given to the teachers.

We believe that:

(a) Everyone must deal with many, many events, meetings, actions, ideas and problems every day of his life.

(b) To get meaning from all of these varied episodes is very, very difficult, so each person sees what he wants to see.

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[5] For a full discussion of this study, see Rosenthal R., and Jacobson, L. Pygmalion in the Classroom. Holt, Rinehart and Winston, Inc., New York, 1968; and, Ela Shoff, J.D., and Snow, R.E.A., "A Case Study in Statistical Inference: Reconsideration of the Rosenthal - Jacobson Data on Teacher Expectancies." Technical Report No. 15, Stanford Center for Research and Development in Teaching, 1970.

(c) The things each person does see are seen just about the same way that he saw similar things in the past. He attaches the ideas that are already in his own mind to the new things he is seeing for the first time.

(d) If the new things he's seeing are different from what he accepts or likes or expects, he will find excuses to change them or avoid them.

These points make us ask two important questions:

(1) Wouldn't we do better work if we emphasized positive behaviors instead of worrying about the supposedly negative behaviors of ethnic-minority children?

(2) How much of the possibly imaginary problem is really in the minds of educators themselves?

The question might be stated - is it a duck or is it seen to be a duck?

We believe that each educator must begin to look closely at his own frame of reference and to deal with the questions we've just asked. Probably much of the problem can be made clearer if we look at some of the things teachers "learn" during their professional training.

Take a look at a map of the growth and expansion of the United States. What do you see? You see, probably, a broad but incorrect statement of how white people invaded Indian nations. You rarely read how they raped, robbed, and murdered Native Americans as the whites pushed the western edge of the United States to the Pacific Ocean.

You will see that, on most maps, the Indians cannot be seen. At different times, you may find a section stamped "French" and another shaded section stamped "British" and another colored section stamped "Spanish." Then there will be sections marked "unexplored" or "unclaimed." It would be more realistic to mark those sections "not yet invaded" or "not yet soaked in blood."

Along with the maps, the explanation is likely to give a reader such mistaken ideas as:

(a) The Indians were blocking Uncle Sam's "progress."
(b) "America" was a land to be inhabited by white Europeans because of God's will.
(c) The Indians did not have much "culture."

During their professional training, most teachers seem to get the same type of mis-information about Black people. The mistaken version of the history of Black people comes largely from a southerner named U. B. Phillips. He chose his "facts" from information that he got from wealthy planters. Also he thought travelers from the north were not familiar with the problems of the south. As a result, his popular history has made many, many people believe that Black people are:

(a) Inferior when they are born.

(b) backward and not likely to move ahead.

(c) savage and barbarous.

(d) obedient.

(e) light-hearted.

(f) good-natured and foot-licking.

(g) semi-comic.

(h) affectionate.

(i) rhythmic.

(j) undependable.

Even today, many textbooks used in elementary and secondary schools and in colleges still contain examples of mis-information that began with Phillips' popular history.

We believe, therefore, that many white Americans cannot have an accurate understanding of ethnic-minority people. We believe that teachers of ethnic-minority children have a great deal to unlearn.

One of the first steps may be a need to unlearn the idea that children from a specific racial or ethnic group are just like children from a completely different background. Can teachers of Brown children understand the differences among children who consider themselves to be Spanish Americans, Mexicans, Mexican-Americans, Chicanos, Latinos, or Puerto Ricans? How do the leaders or successful people in each Brown child's situation look at the Church? Does that group aim for cultural pluralism or for nationalism? Are they committed to education as being an effective force in their lives? How about Brown business or politics? What beliefs, fears, values, skills and knowledge has each child brought with him to the place where he is to be educated?

These differences are extremely important as each teacher begins to try to understand the frame of reference of each child with whom she works.

Summary

We have looked at several questions:

(1) What facts do those who work with young ethnic-minority children need to know about those children?
(2) How can we best get that information?
(3) How can we use that information effectively to improve the education of the children we work with?

We have suggested that some teachers have looked at the meaning of these questions from a viewpoint that may be somewhat distorted both through their personal experiences and through their formal education. As a result, some of these teachers have had (and are having) problems in trying to educate ethnic-minority children.

We have tried to suggest a different way of looking at people and events because we believe that teaching and learning will improve when each of us can respect the special strengths and special backgrounds that all children bring to learning situations.

ATTACHMENT A

Reference is made, here, to Murray[1] who positions the separation of "Americans" into two camps--white and non-white--as "U. S. Color One Upsmanship" and challenges the validity of this system of classification. "The implications of this by now classic but somewhat unsportsman-like game," he writes, "are even less mistakeable... Those who are classified as non-white are somehow...all too naturally assumed to be non-this, non-that and non-the other." "Thus the fundamental assumption," he goes on, "of white supremacy and white segregation is represented in a one key hyphenated and hyphenating word."

This frame of reference can be shown graphically as follows:

Americans	
Whites	Non-Whites

Consider the implications for the frame of reference of the white middle-class teacher when a list of terms is generated under each column:[2]

AMERICANS	
White	Non-White
White lie (excusable) White as snow (pure) White of you (gracious) White collar (professional) White wash (make acceptable) etc.	Black magic (evil) Black market (illegal) Black mail (illegal) Black Friday (bad day) Black out (danger) etc.

Now what in your judgment would be some of the consequences for white children if the list of terms under the column "white" was supplanted with the list on page 216?

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1. Albert Murray. The Omni-Americans. Outerbridge and Dienstfrey, New York, 1970. See especially his chapter entitled "One Upsmanship in Colorful America."

2. See Carter Woodson's The Mis-Education of the Negro. AMS Press, New York, 1933. for an analysis of how this orientation is reflected in the school curricula.

AMERICANS	
White	
White faced (pale) White cap (lawlessness) White livered (cowardly) White Elephant (valueless) White flag (surrender) etc.	

What effect would this have on self-image?
How would this affect learning?
How would this affect achievement?
What effect would this have on the teacher's view of the white child's behavior?
What effect would this have on the curriculum?
What would be some of the implications for the white student's future?

ATTACHMENT B

We believe that behavior is continuously modified and evaluated by the individual. The individual is continually developing new mechanisms to meet problems that exist internally and in the environment. However, we also believe that in specific situations (duress, for example) the individual may "revert" to utilizing earlier mechanisms to meet problems which are experienced.

Behavior is considered purposeful when it follows a pattern, has unity, is influenced by the perceived future, is continually modified, and is shaped by and interpreted in the social and cultural context of the behaver.

It is suggested that one way for Program Advisors or teachers to acquire the capability to respect and understand unfamiliar behavior is to begin making tentative hypotheses about the behavior of the children in their classroom and to begin feeding these assumptions into a matrix (similar to the one on the following page). Remember that a matrix must periodically be "up-dated" in light of new evidence. The possibilities of the use of matrices such as these are endless--because their use helps one discover the "rule" which is operant. For example, by changing the items listed under the column "features," one can write endless numbers of hypotheses about behavior.

In order to use this approach to assessing pupil performance, the Program Advisor or teacher must solve the following set of problems:

1) She must accept a new definition of learning.
2) She must gain insight into the frame of reference of the child who is a product of a social and cultural context different from her own.
3) She must have some systematic way of collecting and recording data.
4) She must acquire the capability which makes it possible for her to arrive at a valid and appropriate conclusion based on evidence.
5) She must make educational decisions based on what she concludes from the evidence.

When one begins to see clusters emerging, and the clusters begin to "make sense," then one is, in our judgment, truly on the road to understanding the life styles of the children with whom one is working.

MATRIX OF OBSERVED BEHAVIOR OF FIVE STUDENTS

Teacher:_______________ Class:_______________ Date:____________

Observation Areas / Students' Names					
Questioning skills					
Interpersonal skills					
Language skills					
Data collecting skills					
Recall skills					
Problem solving skills					

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Postman, Neil & Weingartner, Charles. Teaching as a Subversive Activity. Delacorte Press, New York, 1969, pp. 120-121.

Rosenthal, R. & Jacobson, L. Pygmalion in the Classroom. Holt, Rinehart and Winston, Inc., New York, 1968.

Woodson, C. The Mis-Education of the Negro. AMS Press, New York, 1933.

GAINING INSIGHT... INTO SOME EFFECTS OF ENCOUNTERS OF BLACK PEOPLE WITH THE AMERICAN CULTURE

A BIBLIOGRAPHY*

The purpose of this bibliography is to present the user with a fairly systematic approach to gaining insight into the personality patterns, psychological dynamics and socio-cultural styles which stem from the encounters of Black people with the American culture. Some of the works define and discuss implications of major psychological events, primarily within the recent and contemporary Black experiences, as they relate to the developmental process, attitude formation, perceptual frames of reference, identity patterns, internal versus external conflict, community institutions, music and literature.

Feel free to read none of the books, some, or all of them. However, if you read one book in any category, it is hoped that you will read a sufficiently broad range of other books in that category.

I. *For Those Who Have Little or No Background*

Those who fall in this category are advised to read:

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Keil, Charles. *Urban Blues*. University of Chicago Press, Chicago, 1966.

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II. *Human Behavior as a Function of the Experimental Field, the Individual Frame of Reference, and the Evaluation of the Identity Process*.

The following authors and their works are included to give the reader the opportunity to explore the assumption that people behave according to the way *they* perceive events, and that this behavior is purposeful, relevant, and pertinent to the individual's perception of the world around him.

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*This bibliography was prepared by James A. Johnson, Jr.

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- b. Fromm, Eric. "Selfishness and Self-Love." pp. 348-358.

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McCord, William, et. al. Life Styles in the Black Ghetto. Norton, New York, 1969.
- a. "Urbanism as a Way of Life." pp. 19-35.

Meeker, F. and Giddings, M.I.S. "Cultural Deprivation: A Study in Mythology." Teachers College Record, Vol. 66, 1965, pp. 608-613.

Rainwater, Lee. "Crucible of Identity: The Negro Lower Class Family." Daedalus, Vol. 95, No. 1, Winter, 1966, pp. 172-216.

III. The Black Child: Family and Early Childhood Environment

The following set of authors consider the views advanced by such social science theorists such as Billingsley, Moynihan, Rainwater, Deutsch and Frank Riessman, especially with reference to the implications of their views on psychoanalytic theory and the cultural deprivation hypothesis. Possible explanations for different social scientists viewing the same phenomena and arriving at different conclusions are also considered. There is also some discussion of the advantages and disadvantages of the nuclear and extended family structures; the psychological impact of the American culture on Black parents; the effect of the American culture on the developmental process as it pertains to trust, prizing, exploratory behavior, mastery experience, and curiosity drives.

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- a. "Social Forces Affecting Negro Family Life." Chapter 3, pp. 72-93.
- b. "Education and Housing." pp. 181-185.

Clark, Kenneth. Dark Ghetto. Harper & Row, New York, 1967.
- a. "The Psychology of the Ghetto." Chapter 4, pp. 68-80.

Rainwater, Lee and Yancey, William, L. The Moynihan Report and The Politics of Controversy. MIT Press, Cambridge, 1967.

- a. Reactions to (Moynihan) Report. Chapter 12, pp. 271-291; Chapter 13, pp. 292-313; Chapter 16, Part B, pp. 402-426.
- b. Moynihan, Patrick. "The Negro Family: The Case for National Action." Chapter 4, pp. 38-124.
- c. Riessman, Frank. "In Defense of the Negro Family." Chapter 17, pp. 474-478.

Pinkney, Alfonso. Black Americans. Prentice-Hall, Englewood Cliffs, 1969.
- a. "The Family." pp. 91-98.
- b. "The Black Community, Urban and Rural." pp. 53-70.
- c. "Socio-Economic Status." pp. 71-77.

Rainwater, Lee. And the Poor Get Children. Quadrangle Books, Chicago, 1960.
- a. "Assumptions and Orientation in Family Planning." Chapter 4, pp. 45-49.

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- b. Brown, Daniel G. "Sexual Development in a Changing Culture." Selection 52, pp. 319-325.

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Hunt, J. McVicker. "The Psychological Basis for Using Preschool Enrichment as an Antidote for Cultural Deprivation." Merrill Palmer Quarterly Journal of Behavior Development, Vol. 10, No. 3, July, 1964.

Stapler, Robert. "The Myth of Black Matriarchy." The Black Scholar. Vol. 1, Numbers 3-4, January-February, 1970, pp. 8-16.

IV. The Impact of the School System on the Black Child

The following list of works constitutes an exploration of implicit assumptions which educators appear to make about the management of time, achievement, work, self-control, conformity, and orientation toward the future. The cultural conflict which emerges in the school as a function of the American culture frame of reference as it is applied by educators, and the implications for intelligence and achievement testing of Black children are also explored. Finally, these books include a discussion of the changes in Black children's perceptions of self as they progress through school, in relation to the developmental process, language and dialect supplantation, and enrichment programs which stem from the cultural deprivation hypothesis.

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Coles, Robert. Children of Crisis. (See above.)
  a. "The Students." Chapter 4, pp. 72-138.
  b. "The Teachers." Chapter 5, pp. 147-172.
  c. "The Protestors." Chapter 6, pp. 172-348.

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  b. "Community Control of Schools." pp. 308-377.

Woodson, Carter. The Mis-Education of the Negro. The Associated Publishers, Washington, D.C., 1933.
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  b. "How We Drifted Away From the Truth." Chapter 4, pp. 26-37.

Dyal, James A. Readings in Psychology: Understanding Human Behavior. (See above.)
  a. McCord, W. "Negro Versus White Intelligence, A Continuing Controversy." Selection 47, pp. 293-299.
  b. Klineberg, Otto L. "On Race and Intelligence: A Joint Statement.." Selection 48, pp. 299-303.
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  b. "Teacher Expectations." Part II, pp. 47-121.
  c. For an excellent review of this book see *The New Yorker*. April 19, 1969, pp. 169-177.

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  b. Washington, Booker T. "Education Before Equality." pp. 216-220.
  c. DuBois, W.E.B. "Equality and Education." pp. 121-131.

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V. Mental Health, Deviant Behavior, and the Search for a Productive Life

This segment of the bibliography contains a number of readings in which real and/or perceived psychological input and output vis-à-vis Black people is analyzed. Such foci as the management of stress, anger, and conflict; and the inappropriateness of white middle-class oriented psychodiagnosis and psychotherapy for Black people may be of interest to those who feel a need to know more about Black people in this respect. In a broader context, however, readings which speak to phenomena such as self-destructive behavior, deviant behavior as a response to perceived social realities, and alternative counseling and psychotherapy strategies may well be a more profitable experience for the reader.

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  b. "Mental Illness and Treatment." Chapter 7, pp. 154-180.
  c. "How Come There Is So Much Hate?" Chapter 8, pp. 181-200.

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  a. "The Role and Its Borders." Chapter 1, pp. 3-26.
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- b. Jones, LeRoi. "Tokenism--300 Years for Five Cents." pp. 257-268.
- c. Cleaver, Eldridge. "The White Race and Its Heroes." pp. 283-297.
- d. Steel, Ronald. "Letter from Oakland: The Panthers." pp. 361-384.

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- a. "The Negro Church, a Nation Within a Nation." Chapter 3, pp. 29-44.

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VII. The Identity Dilemma: Range and Type of Resistance Expressed in Black Personality Styles and Identity Patterns

Extant myths, descriptions, and interpretations of the personality patterns and styles, i.e. coping behaviors of Black adults and the imputed impact of these behaviors on Black children and youth in terms of identification and role models are discussed in the following set of writings. Also included are reactions of the dominant external culture to some of these behavioral styles, such as the styles of the achiever and the revolutionary. The notion that internal psychological needs are often in conflict with demands of the external dominant culture is also, to some extent, discussed.

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Fullinwinder, S. P. The Mind and Mood of Black America. (See above.)
   a. "Racial Christianity." Chapter 2, pp. 26-46.
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   a. "The Problem of Identification." Chapter 4, pp. 68-122.

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   a. "Individual Life Styles." Part II, pp. 73-258.

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   a. "The Brown Middle Class." Chapter 20, pp. 317-334.
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   b. "The Social Environment of the Negro." Chapter 3, pp. 38-73.
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   c. "Nature of the Black Audience." Chapter 4, pp. 63-70.

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VIII. Literary Perceptions: Reflections of the Black Experience in this North American Wilderness

This set of fiction books and critiques exposes generational and geographical differences among Black writers. It focuses upon the changing perceptions and conceptions of Black heroes, and emphasizes the ongoing search of Black people for a meaningful identity. One thread that permeates this set of books is recurring philosophic, existential and psychological themes as they relate to definitions of and conceptions about pain, suffering, endurance, adversity, grim humor, deceptions, satire, freedom, oppression, love, and hate.

Fullinwider, S. P. The Mind and Mood of Black America. (See above.)
- a. "The Renaissance in Literature." Chapter 6, pp. 123-171.
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- d. Mayfield, Julius. "Into the Mainstream and Oblivion." pp. 551-561.

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- d. Clark, John H. "The Origin and Growth of Afro-American Literature." pp. 632-644.
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- a. Hentoff, Nat. "The Other Side of the Blues." Chapter 6, pp. 76-85.
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  a. Langston Hughes, pp. 191-203.
  b. Richard Wright, pp. 222-226.
  c. Ralph Ellison, pp. 249-253.
  d. James Baldwin, pp. 297-300.

Grass, Seymore, Images of the Negro in American Literature. University of Chicago Press, Chicago, 1966.
  a. Ellison, Ralph. "Black Mask of Humanity." Chapter 6, pp. 115-131.
  b. Baldwin, James. "Many Thousands Gone." Chapter 13, pp. 233-248.
  c. Klien, M. "Ralph Ellison's Invisible Man." pp. 249-264.

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  a. Brief reference to Ralph Ellison and John Killem, pp. 58-64.
  b. Brief review of Ellison's Invisible Man, pp. 97-104.
  c. Brief reference to Richard Wright and James Baldwin, pp. 48-50.

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  a. "Origin of Revolutionary Themes." Chapter 5, pp. 71-104.

Hughes, Langston. "For President." Social Education. Vol. 33, No. 4, April 1969, p. 425.

IX. Black Music: Expression and Reflections of the Black Experience

The following books analyze Black music--especially Blues and Gospel--as an expressive folk art form. The writings center about concerns such as the struggle for recognition and identity, the awareness of hardship, and the essentially un-romantic condition of life. In addition, the aspirations, frustrations, hopes, and sorrows of Black people; their apparent need to juxtapose death, deliverance and fulfillment; and the emphasis on unrequited, incomplete and unfulfilled love in their music are discussed.

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  a. "Music." pp. 141-145.

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  a. Jones, LeRoi. "Blues, Jazz and the Negro." Chapter 21, pp. 759-765.
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  b. "Blues Styles: A Historical Sketch." Chapter 2, pp. 50-68.
  c. "Flattening Flags for Snakes." Chapter 3, pp. 69-95.
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  a. "The Changing Scene." (R & B and New Black Music, 1969) pp. 181-211.

Jones, Leroi. Blues People. Morrow, New York, 1966.
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  d. "The City." Chapter 8, pp. 95-121.
  e. "The Blues Continuum." Chapter 11, pp. 66-174.
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AGUILA Y ZETAHUI:
THE EAGLE AND THE SERPENT

A SELECTED BIBLIOGRAPHY*

INTRODUCTION

For Head Start and Follow Through staff, Program Advisors, teachers, students, etc., who seek a better understanding of the Mexican-American people and who seek to build positive feelings and creative attitudes, and I might add upon your request, I put together this bibliography. I purposely omitted a great deal of "junk" material.

DESCRIBING A CULTURE[1]

It is difficult to give an adequate description of the culture of a group; first, because the term is so broad. How people live, what houses they build, what foods they eat, what recreations they enjoy, what institutions they develop, what knowledge they have, what art and literature they possess, what customs they observe, what language they speak, what religion they profess, what they value--in brief, the life characteristics of a people are their culture.

A second difficulty in describing the culture of a group arises from the fact that cultures change. A condition that may well have been typical at an earlier time may no longer be so. This is particularly true of a people whose culture was developed within a rural village environment and who are suddenly transplanted into a modern urban "culture."

The third reason why the description of the culture of a people is difficult is that there are extreme differences among persons who are within the same group. Within many large groups there are sub-groups markedly different from each other, and the differences among individual members of the group are even more extreme. It should be emphasized that a kind of central tendency--or, in statistical terms, the mode of a population--is just that: the average of a series of conditions which vary along a continuous scale.

WHAT IS A CHICANO?

There are different versions of the origin of the word "Chicano." Some say that it originated as a contraction of Chihuahua and Mexicano. It is a term that is common to the people of the barrios in the United States. It has been used for many years. The meaning of the word has definitely changed. It used to be, and it sometimes still is, a word that contains a negative identity, much like the word Black. It used to be said that no matter what a person accomplished, he was still a Chicano. Today the word is much more positive. It says, "despite all that has happened, all that you were told and taught, you have held on to your essence; you are Chicano."

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*This bibliography was compiled primarily by Arturo Aviña.

[1] The following three paragraphs are quoted from Manuel, H. T. Spanish-Speaking Children of the Southwest; Their Education and the Public Welfare. University of Texas Press, Austin, 1965.

Chicano today is a broad term. It is a mental attitude that identifies a person as a member of "La Raza" and one who has a committment to "La Causa."

CONFRONTING RACISM

Anyone working for or with any ethnic group or person, especially a teacher, must be sensitive to their differences. The teacher must familiarize himself with their background in order to build positive feelings and creative attitudes.

If positive feelings and creative attitudes are to be built, the Mexican-American pupil must be helped to understand the roots of prejudice as well as face the fact of its existence today. He can become proud of his double heritage only by studying the bitter history that this heritage involves. No one can pretend to the Mexican-American that repression and discrimination are things only of the past or urge him to be less "sensitive".

Nothing will be accomplished by trying to repress his anger. Anger needs to be expressed and can be channeled in positive ways. Racism cannot be glossed over. Studying the true history of the Mexican-American in the United States will help the pupil deal realistically with the roots of prejudice. Knowledge of this history will help him confront the stereotypes that are applied to him today and understand them for what they really are.

Nuestra causa es justa!

Our cause is just!

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Caruso, John Anthony. Liberators of Mexico. Peter Smith, Gloucester, Mass., 1967. The lives of three men who helped to free Mexico from Spanish rule-- Hidalgo, Morelos and Iturbide.

Caso, Alfonso. The Aztecs: People of the Sun. University of Oklahoma Press, Norman, 1958.

Castaneda, Carlos E., trans. The Mexican Side of the Texan Revolution. P. L. Turner Co., Dallas, 1928.

Castaneda has collected diaries and depositions from Mexican leaders prominent in the Texas Revolution. It offers a view of the conflict that is rarely considered by many in the U. S. The partisan accounts are intended to exculpate the participants but they probably contain as much truth as the records left by the victorious Texans.

Council of Mexican-American Affairs. First Annual Report on Mexican-American Education Conference Proceedings, Los Angeles, 1956.

Dobie, J. Frank, ed. Puro Mexicano. Texas Folk-Lore Society, Austin, 1935. Mexican legends and folk tales. A good collection showing cultural diversities among Mexicans and the wide compass of the Mexican experience.

Dunne, John Gregory. Delano. Farrar, Straus, & Giroux, New York, 1967 . Account of the Delano grape strike.

"The Eye of Mexico." Evergreen Review, No. 7, New York, 1959. A collection of translations of works by Mexican authors.

Forbes, Jack D. Education of the Culturally Different: A Multi-Cultural Approach. Far West Laboratory for Educational Research and Development, Berkeley, 1968.

Forbes argues that many Anglo educators use the term "cultural deprivation" to escape blame for the poor school performance of minority-group children. Educators shift the burden of failure onto the children, whom they see coming not from a different culture but from a cultural vacuum. Using schools to force cultural homogeneity and assimilation of Anglo values creates minority group withdrawal, hostility and alienation. The author discusses the need for a multicultural approach and a redefinition of the function of the school-community relations and good teacher-child and teacher-parent rapport. This essay is a personal statement intended in part as a philosophical introduction to the author's handbooks on the education of Mexican Americans and Afro-Americans in the Far West. There is a brief but helpful bibliographic section.

____________. Mexican-Americans: A Handbook for Educators. Far West Laboratory for Educational Research and Development, Berkeley, 1967.

This concise manual could be useful to readers unacquainted with Mexican-American culture, although the work somewhat misrepresents the degree of Mexican-American assimilation. Minor distortions in the historical sketches may be due to the brevity and subsequent generality of the article. The author's discussion of bilingualism is particularly informative. His suggestions for its practical application in the school routine are explicit and directed to teachers and administrators. The bibliographic recommendations could be valuable for educators initiating cultural heritage curricula.

____________. "Race and Color in Mexican-American Problems." Journal of Human Relations, Vol. XVI, 1968, pp. 55-68.

After outlining the history of Anglo color prejudice against Mexican-Americans from Richard Henry Dana to the present, the author concludes that Anglos have always favored lighter skinned, more "Castilian" Mexican-Americans. Forbes feels that anti-Indian prejudice damages Chicano self-esteem and hinders social mobility. He believes that the Mexican-American future cannot be satisfactory until the race problem is solved; prejudice against Chicanos will not disappear until prejudice against Negroes and Indians disappears. Further, the feeling of inferiority engendered in Mexican-Americans must be eradicated before they can organize politically with Indians and Blacks.

Galarza, Ernesto. Merchants of Labor: The Mexican Bracero Story. The Rosicrucian Press, San Jose, California, 1964.
This is an excellent study of the bracero in California. An introductory chapter traces the backgrounds of the bracero movement to California from 1880 to 1942. The rest of the book covers the period from World War II to the present. In 1942 the United States, concerned with wartime manpower shortages and increased demands for agricultural products, entered into an agreement with Mexico to manage and promote the seasonal importation of Mexican agricultural workers into the Southwestern states.

By 1960 the "temporary" war-time agreement, formalized by Congressional action in 1951, was still in effect. The work discusses the government's administration of the bracero program, the treatment of braceros by their employers in commercial agriculture and the effects of the bracero system on domestic labor and on the agricultural labor move movement in California. Galarza's outlook is strongly pro-labor, but his book is objective and scholarly. He concludes that the bracero program had a profoundly adverse effect on the wages and conditions of domestic labor, and helped commercial agriculture in California hold the line against the organized labor movement for twenty years. He also feels that government agencies created to administer the program soon evolved into active collaborators of agribusinessmen, encouraging collusion in determining wage and hiring policies and discouraging the workers' efforts to unionize. The author notes the failure of national labor organizations to provide strong backing for the movement to unionize agricultural workers in California.

____________. Strangers in Our Fields. United States Section, Joint United States-Mexico Trade Union Committee, Washington, D. C., 1956.

This short book attempts to determine the degree to which the bracero actually benefitted from the contractual, legal and civil rights guaranteed him by the governments of the United States and Mexico. The focus of the study is narrower than that of Merchants of Labor, the author's later book on the bracero, but within this scope it is much more detailed and contains many more examples and case histories than the later work. Written for the United States Section of the Joint Unites States-Mexico Trade Union Committee, which represented the AFL-CIO and other major unions, the book is strongly pro-labor. The author concludes that exploitation of the braceros by their employers was the rule, not the exception.
Galarza bases his study on data gathered from extensive interviews with braceros in Southwestern Arizona and California in 1955. He attempted to check statements made by the braceros concerning wages, deductions and rates of pay against paycheck stubs and other documentary evidence. But the difficulties of getting this type of material and of obtaining data from employers caused him to rely primarily on the evidence gathered from the braceros themselves. Despite this understandable limitation, Galarza demonstrates at the very least that there were widespread violations of the rights guaranteed braceros by law.

Gamio, Manuel. The Mexican Immigrant: His Life Story. University of Chicago Press, Chicago, 1931.
These are the collected statements of 57 immigrants from Mexico during the 1920's, telling why they left Mexico, and how they lived in the United States.

__________ Mexican Immigration to the United States. University of Chicago Press, Chicago, 1930.
Good study of Mexican immigration. But many of Manuel's views I don't agree with. He feels the immigrant should "acculturate" more!

Gardner, Richard. Grito! Bobbs-Merrill, Inc., Indianapolis, 1970. Reies Tijerina and the New Mexico Land Grant War of 1967.

Gariboy, K. Angel M. Llave del Nahuatl. Mexico, 1940, 1961. This book is for those who seek a better knowledge of ancient Mexican thought and of the Mexican Language.

Gonzales, Nancie L. The Spanish Americans of New Mexico: A Heritage of Pride, University of New Mexico Press, Albuquerque, 1969. The author examines the history of the Hispanos in New Mexico and discusses such topics as La Raza, social class status, and the legend of their cultural traditions.

Grebler, Leo, et. al. The Mexican-American People. The Free Press, New York, 1970. This book, a landmark in studies on the Mexican-American, is the final product of the Mexican-American Study Project of the University of California in Los Angeles.

Gruening, Ernest. Mexico and Its Heritage. Century, New York, 1928. Still valuable for its coverage of the Mexican revolutionary era.

Jenkinson, Michael. Tijerina--Land Grant Conflict in New Mexico, Paisano Press, 1968. Station "D" Box 3353, Albuquerque, New Mexico 87110. Stresses the historical roots of land grant conflict between native Hispanos and Anglo settlers. The New Mexico movement is seen through Tijerina, who is depicted as a symbolic figure, not the only answer to a long-felt need for change.

Leon-Portilla, Miguel. La Filosofio Nahautl. Mexico, 1956. Translated as Aztec Thought and Culture. University of Oklahoma Press, Norman, 1963. For an understanding of the Mexican heritage.

Matthiessen, Peter. Sal si Puedes: Cesar Chaves and the New American Revolution. Random House, Inc., New York, 1969.

McWilliams, Carey. North From Mexico: The Spanish-Speaking People of the United States. J.P. Lippincott Co., New York, 1961. The central theme is Anglo-Chicano relationships and the strife that frequently followed their initial contacts. McWilliams stresses the exploitation and prejudice faced by the Mexican-Americans and their frequent rebellions against subordinate status.

Nava, Julian. Mexican Americans: Past, Present and Future. Litton Educational Publishing Inc., New York, 1969. Historical.

Nelson, Eugene. Huelga, The First Hundred Days of the Great Delano Grape Strike. Farm Workers Press, Delano, Calif. 1966.

Paz, Octavio. Labyrinth of Solitude. Grove Press, New York, 1961. A close philosophical and cultural evaluation of the Mexican character.

Pinkney, Alphonso. "Prejudice Toward Mexican and Negro Americans." Phylon, 1st Quarter, 1963.

Ramirez, Manuel, III. Potential Contributions by the Behavioral Sciences to Effective Preparation Programs for Teachers of Mexican-American Children. ERIC, New Mexico State University, Los Cruces, February, 1969.

Romano-V., Octavio I. "The Anthropology and Sociology of the Mexican-Americans," El Grito, Vol. II. Fall, 1968, pp. 13-26.

This is a sometimes violent attack on Anglo social sciences for ignoring the history of Mexican-Americans and drawing a social portrait of them based on a stereotyped "traditional culture." The "traditional culture" analysis depicts the Chicano as fatalistic, passive, and lazy, and it frequently implies that only through acculturation to Anglo, "American" values of activism and deffered reward will the Mexican-American be able to advance socially and economically. Romano states that the history of the Chicano in the United States is full of movements and incidents, especially unions and strikes, which demonstrate activism and recognition of self-interest. Knowledge of these events, he says, destroys the ahistorical analyses of the social scientists. Chicano society is pluralistic, Romano feels, and cannot be accurately described by one stereotype. The author then describes the "traditional culture" findings of several prominent anthropologists, all of whom are treated elsewhere in this bibliography. Romano is in the main correct in saying these men are ahistorical in their approach and that they often express an assimilationist point of view, arguing that the sooner the Chicano abandons his "traditional culture" for Anglo values the better off he will be.

____________. "Charismatic Medicine, Folk-Healing, and Folk Sainthood." American Anthropologist, Vol. LXVII, 1965, pp. 1151-1173.

This is a study of the curandero, the Mexican folk-healer. It discusses several degrees of curandero activity, from a daughter's or mother's role as sometime-healer to a person who obtains fold-sainthood, like Don Pedrito Jaramillo. The full-time curandero abandons all other roles he may play to be simply a healer always available to serve; he usually lives alone and is surrounded by the strong suggestion of a holy calling. Using Weber's definition of charisma as a supposed unique, magical power possessed by an individual, Romano calls the curanderos practitioners of charasimatic medicine and points to Don Pedrito as an example. Since Don Pedrito used his charismatic power to heal people in traditional ways. Romano goes on to attack the usual coupling of charisma with radical innovation.

____________. "Donship in a Mexican-American Community in Texas." American Anthropologist, Vol. LXII, 1960, pp. 966-976.

Romano tries to identify the attributes which confer prestige on males in Chicano society through an analysis of the use of "Don", the Spanish title of respect, in a rural Mexican-American community in South Texas. The study of the prestige system of a relatively isolated community composed primarily of first and second generation Mexican-Americans, the author argues, throws light on important values and patterns of behavior in immigrant Chicano society. This information should provide a baseline for measuring, in future studies of "donship," the degree of acculturation of Mexican-Americans in communities more in contact with Anglo society.

In the community he studied the author found two types of "Dons": the traditional, whose title derived from his position of power or influence or from his advanced age; and the man who had achieved his title by conforming to the patterns of behavior held in high regard by his neighbors. The latter was generally a mature man of experience who conducted himself with dignity: he did not associate too intimately with men who were younger than he: he held himself aloof from over-involvement with people outside his nuclear family group: he was able to "defend" himself in financial matters and in verbal dueling among peers; and he was able to handle problems posed by women, employers, gossip and the envy of neighbors.

__________, ed. El Espejo - The Mirror: Selected Mexican-American Literature. Quinto Sol, Berkeley, California, 1969.

This is a collection of short stories, poetry and essays, frequently militant in tone, written in English, Spanish and Chicano sub-dialects. The publisher, Quinto Sol, is dedicated to the discovery and celebration of Mexican-American culture and artistic expression. The pieces in the collection reflect these goals; the emerging of Chicano awareness and the search for a usable heritage is a frequent theme. Alienation from Anglo society is also a common subject, as is violence and darkness, often expressed through accounts of the Revolution or through Indian experiences. The everyday life of the poor in Mexico is explored also. Of widely divergent quality, the fiction and essays in this book express a strong cultural sensibility, and some pieces do so with literary power.

__________. "The Historical and Intellectual Presence of Mexican-Americans." El Grito, Vol II, Winter, 1969, pp. 32-47.

The author analyzes the important Mexican intellectual and activist schools of thought, which, according to Romano, were carried to the United States by the refugees of the Mexican Revolution. These currents continued to have vitality and relevance in the United States after the Revolutionary crisis passed. The three most important views described are the Mestizo, the confrontationist, and the Indianist. The Mestizo school embraces cultural nationalism, proclaims Mexican multiple origins produced by the blending of Spain's pluralistic culture into Mexico's pluralistic culture, and emphasizes a humanitarian outlook. The confrontation school insists on violence, and then an articulation of beliefs and demands. The Indianist school asks for an abandonment of all European values and a return to Indian identification and ideals. Romano stresses the pluralism of Mexican-American thought, and the survival of conflicting ideologies among a people popularly thought to be homogeneous.

Steiner, Stan. La Raza -- the Mexican-Americans. Harper and Row Publishers, New York, 1969 - 1970. Excellent!

Tibel, John, and Ruiz, Romon E. South by Southwest: The Mexican-American and His Heritage. Doubleday, Garden City, New York, 1969.

The authors emphasize Mexican political and intellectual history. As a rule, the book suceeds in the authors' obvious goal: to present simply the valuable historical legacy of Mexico to the United States.

Toor, Frances, Treasure of Mexican Folkways. Crown, New York, 1967. "The customs, myths, folklore, traditions, beliefs, fiestas, dances, and songs of the Mexican people."

Vasconcelos, Jose. *A Mexican Ulysses*. University of Indiana Press, Bloomington, 1963. Autobiography, Mexican history, education, and culture by one who participated in the political development of his country.

Vasquez, Richard. *Chicano*. Doubleday, Garden City, New York, 1970. A novel.

Womack, John Jr. *Zapata and the Mexican Revolution*. Knopf, New York, 1968. Maximeliano Zapata, the hero of agrarian reform and the leader of the southern division of the Mexican Revolution -- he, like Pancho Villa, is a figure in the Mexican-American's struggle.

Yanovski, E. *Food Plants of the North American Indians*. U. S. Department of Agriculture, Miscellaneous Publications, No. 237. Provides information on Mexican agricultural contributions to modern society.

Zermento, Andy and the staff of El Malcriado. *Don Sotaco*. Farm Workers Press, Delano, Calif., 1966. Cartoons from the Delano Grape Strike. Don Sotaco is the incarnation of the farm worker, once docile and now determined to have justice and full citizenship. He is opposed by Patroncito, the rich fat grower, and Coyote, the foreman-henchman, a Mexican-American himself, who long ago sold out to the grower.